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ABSTRACT

The Florida Partnership for School Readiness, created as a result of the Florida School Readiness Act in 1999, is charged with adopting a system for measuring school readiness and developing school readiness performance standards and outcome measures. This guide presents school readiness performance standards for 3-, 4-, and 5-year-olds and is the result of a workgroup and advisory committee formed with representatives of district school systems, child care and health care providers, state agency partners, and state and national experts in child development, special needs, and measurement and assessment. The guide's prologue offers directions for using the standards most effectively. The remainder of the guide details the standards, organized by area of child development: (1) physical health; (2) approaches to learning; (3) social and emotional development; (4) language and communication; (5) cognitive development and general knowledge; and (6) motor development. Within each area of development, standards are organized by child's chronological age with cross-references to Head Start standards and two sets of Florida state standards. Accompanying each standard are examples illustrating some of the many ways that growth, development, and learning can be assured in the context of the learning experiences characterizing a stimulating learning environment. The guide concludes with a list of the board members of the Florida Partnership for School Readiness. (KB)

FLORIDA SCHOOL READINESS PERFORMANCE STANDARDS

for Three-, Four-, and Five-Year-Old Children

2002

Florida Partnership for School Readiness

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PREAMBLE

The preschool and kindergarten performance standards describe age appropriate understandings related to the ways young children think, reason, create, and recreate as they engage in the learning process. As we focus on age appropriate expectations, it is imperative that individual appropriateness not be overlooked. Young children vary in background experiences, language spoken, abilities, health and nutritional status, and zest for learning; or they have a condition that limits the way they learn.

The examples that accompany each standard provide some of the many ways that growth, development, and learning can be assured in the context of the concrete and utilitarian learning experiences that characterize a stimulating learning environment for your children. The examples are not the curriculum; therefore, in order to achieve the expectations set forth in the document, the following recommendations are essential to realize the full potential of the performance standards:

(1) Provisions should be made to help personnel (many of whom have limited professional preparation) understand the role of standards as a means of supplementing existing curricula;

(2) Professional preparation opportunities, with accompanying financial support, should be provided to help teachers/caregivers acquire the teaching skills essential for the complex tasks of understanding individual growth and development, assessing each child's development, and planning experiences that support success.

Introduction

The School Readiness Act, section 411.01, Florida Statutes, was passed unanimously by the Florida Legislature and signed into law by Governor Jeb Bush on June 15, 1999. The act recognized that school readiness programs increase children's chances of achieving future educational success and becoming productive members of society. It was the intent of the Legislature that school readiness services be an integrated and seamless system of services. The act created the Florida Partnership for School Readiness and made it the principal organization responsible for the enhancement of school readiness for the state's children. The Florida Partnership for School Readiness works in collaboration with local school readiness coalitions.

The Florida Partnership for School Readiness was charged with adopting a system for measuring school readiness and developing school readiness performance standards and outcome measures. To ensure that the system for measuring school readiness was comprehensive and appropriate statewide, a Performance Standards and Outcomes Measures Workgroup and Advisory Committee were formed with representatives of district school systems; providers of public and private child care; health care providers; state agency partners; and state and national experts in child development, children with special needs and measurement and assessment.

The Florida School Readiness Performance Standards represent the culmination of their work and incorporate an exhaustive analysis of research, a review of the best practices and standards used across the nation, principles developed by the National Association for the Education of Young Children (NAEYC), and input from early childhood practitioners and kindergarten teachers.

The Florida School Readiness Performance Standards represent our common vision for children in the state and lay the foundation of our accountability system.

HOW TO USE
THE FLORIDA SCHOOL READINESS PERFORMANCE STANDARDS

The Florida School Readiness Performance Standards are based on what we know about children, including what they should know and be able to do along a continuum of development. The Standards are grouped around six areas of children's development including:

- Physical Health
- Approaches to Learning
- Social and Emotional Development
- Language and Communication
- Cognitive Development and General Knowledge
- Motor Development

Early childhood professionals can use these standards in a number of ways:

Identifying the developmental goals early childhood professionals should help children attain by age five

It is important to remember that not all children will attain all of the standards by age five. The standards provide a map from which early childhood professionals can ascertain the developmental "road" children will travel on their way to kindergarten. The standards should be used only as a guide and not an absolute for all children.

Improving the classroom environment and integrating the curriculum

Each of these domains is addressed every day in early childhood programs through the curriculum and the materials that are chosen. The standards are not a curriculum in and of themselves; rather they can be used to guide decisions about curriculum, materials and the classroom environment. When early childhood professionals consider children's development addressed in the standards, the result is an integrated curriculum that meets the developmental needs of all children in the classroom.

HOW TO USE
THE FLORIDA SCHOOL READINESS PERFORMANCE STANDARDS

Relating the Florida School Readiness Performance Standards to Existing Standards

When using the Florida School Readiness Performance Standards it is important to note that they are cross-referenced and aligned with three existing sets of standards.

- Three- and four-year-old standards are cross-referenced with the Head Start Performance Standards, 45 Code of Federal Regulations 1304, 1305, 1308, and Guidance.

- Five-year-old standards are cross-referenced with the Sunshine State Standards and the Statutory Checklist found in the School Readiness Act (section 411.01, Florida Statutes).

A performance standard that is followed by the letters "H.S." and a number indicate that the standard is related to a Head Start Performance Standard. An asterisk (*) next to a performance standard indicates that it is related to an item on the Statutory Checklist. Numbers in parentheses next to a performance standard indicate the standard is related to a Sunshine State Standard.

The Head Start Performance Standards, the Sunshine State Standards and the Statutory Checklist items that are related to the Florida School Readiness Performance Standards are listed in the boxes located on the far left-hand side of the page.

Physical Health

Head Start Performance Standards

H.S.1: Sec. 1304.21 Education and early childhood development. 1304.21(a)(5)(i)(ii)

H.S.2: Sec. 1304.21 Education and early childhood development. 1304.21(a)(4)(i)(ii)(iii)(iv); (c)(1)(ii)

H.S.3: Sec. 1304.20 Child health and developmental services. 1304.20(c)(3)(i)(ii)

H.S.4: Sec. 1304.23 Child nutrition. 1304.23(b)(3)

H.S.5: Sec. 1304.20 Child health and developmental services. 1304.20(e)(3)

H.S.6: Sec. 1304.21 Education and early childhood development. 1304.21(c)(1)(iii)

A. PHYSICAL HEALTH

1. Shows characteristics of good health to facilitate learning. H.S.1

Good general health and adequate development are necessary to optimize learning. Children exhibit good health when they demonstrate:

- physical stature within the typical range;
- active participation in daily events;
- a developing ability to coordinate eye-hand movements;
- large motor skills such as jumping, galloping, running.

2. Demonstrates visual ability to facilitate learning. H.S.2

A great amount of learning in the classroom is dependent upon visual abilities. Reading, writing, computer education, spelling, and chalkboard demonstrations are part of most children's school days. Examples include:

- using both eyes in coordination;
- holding materials at appropriate distance;
- moving eyes rather than head to track;
- visual focusing without squinting or strain.

3. Exhibits auditory ability to facilitate learning. H.S.2

A great amount of learning in the classroom is dependent upon auditory skills and hearing, especially language development. Examples include:

- participating in listening activities;
- selecting listening center activities;
- orienting to a speaker when addressed by name;
- producing speech that is generally understandable.

4. Can perform oral hygiene routines. H.S.3, H.S.4

Oral health impacts speech, social interaction, appearance, and ability to learn from experiences. Indicators of good oral hygiene include:

- recognizing and knowing how to use a toothbrush;
- performing brushing procedures;
- beginning to understand the relationship of nutrition to dental health.

5. Shows familiarity with the role of a primary health care provider. H.S.5, H.S.6

To promote healthy development, every child needs a source of continuous and accessible health care. Each child should visit a health care provider on a schedule of preventive and primary health care to ensure that problems are quickly identified and addressed. The child demonstrates this by:

- in a play setting, appropriately using tools a doctor or nurse might use;
- recognizing common medical procedures (weight, measurement of height);
- naming most of the body parts the medical professional will inspect.

B. KNOWLEDGE OF WELLNESS

1. Shows that basic physical needs are met. H.S.7

Three-year-olds must have their basic needs met in order to take advantage of learning opportunities. Basic needs are demonstrated by children:

- staying awake except during nap time;
- wearing clothing appropriate to the weather;
- having an overall clean appearance;
- exhibiting energy typical of the age.

2. Follows basic health and safety rules with reminders. H.S.8

Three-year-olds are beginning to learn rules for health and safety. Washing hands after using the toilet, covering their mouths when they sneeze or cough, and staying inside the yard are all rules that they can remember; however, they may not fully understand the reasons for these rules. Children this age show they are learning basic rules by:

- washing their hands before snack or the cooking project (after being reminded);
- avoiding the area in front of the swings on the playground when children are swinging;
- knowing some common safety rules that have been discussed (for example, always waiting on the sidewalk until the bus aide comes to take them to the bus);
- avoiding dangers such as hot stoves and sharp knives;
- leaving the room only when given permission to do so;
- holding someone's hand whenever walking outside the school grounds.

3. Begins to perform self-care tasks independently. H.S.7

Three-year-olds are just learning how to manage their personal care on their own. They still need adult support and guidance, but they are eager to try to do things for themselves. This is the age when they can become very involved in cleanliness and order. Self-help skills include:

- putting on some of their own outside clothes;
- pouring from a small pitcher into a glass;
- attaching Velcro closures on sneakers;
- spreading peanut butter with a knife;
- buttoning and unbuttoning large buttons;
- pulling up their pants after using the toilet;
- washing their hands and drying them, with verbal prompts and support.

Head Start Performance Standards

H.S.7: Sec. 1304.21 Education and early childhood development. 1304.21(a)(3)(i)(A)(B)(C)(D(E)(ii)

H.S.8: Sec. 1304.22 Child and health safety. 1304.22(d)(1)(2); (e)(1)(2)

Head Start Performance Standards

H.S.1: Sec. 1304.21 Education and early childhood development. 1304.21(a)(5)(i)(ii)

H.S.2: Sec. 1304.21 Education and early childhood development. 1304.21(a)(4)(i)(ii)(iii)(iv); (c)(1)(ii)

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A. PHYSICAL HEALTH

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- physical stature within the typical range;
- active participation in daily events;
- ability to coordinate eye-hand movements;
- large motor skills such as jumping, hopping, running.

2. Demonstrates visual ability to facilitate learning. H.S.2

A great amount of learning in the classroom is dependent upon visual abilities. Reading, writing, computer education, spelling, and chalkboard demonstrations are part of most children's school days. Examples include:

- using both eyes in coordination;
- holding materials at appropriate distance;
- moving eyes rather than head to track;
- visual focusing without squinting or strain.

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A great amount of learning in the classroom is dependent upon auditory skills and hearing, especially language development. Examples include:

- participating in listening activities;
- selecting listening center activities;
- orienting to a speaker when addressed by name;
- producing speech that is understandable.

4. Can perform oral hygiene routines. H.S.3, H.S.4

Oral health impacts speech, social interaction, appearance, and ability to learn from experiences. Indicators of good oral hygiene include:

- recognizing and knowing how to use dental hygiene tools (e.g., toothbrush, floss);
- performing flossing procedures with assistance;
- performing brushing procedures;
- showing a developing understanding of the relationship of nutrition to dental health.

5. Shows familiarity with the role of a primary health care provider. H.S.5, H.S.6

To promote healthy development, every child needs a source of continuous and accessible health care. Each child should visit a health care provider on a schedule of preventive and primary health care to ensure that problems are quickly identified and addressed. The child demonstrates this by:

- in a play setting, appropriately using tools a doctor or nurse might use;
- recognizing common medical procedures (weight, measurement of height);
- knowing roles of a variety of health care professionals;
- naming most of the body parts the medical professional will inspect.

B. KNOWLEDGE OF WELLNESS

1. Shows that basic physical needs are met. H.S.7

Four-year-olds must have their basic needs met in order to take advantage of learning opportunities. Basic needs are demonstrated by children:

- staying awake except during nap time;
- wearing clothing appropriate to the weather;
- having an overall clean appearance;
- exhibiting energy typical of the age.

2. Follows basic health and safety rules. H.S.8

Four-year-olds are becoming aware of some health and safety issues. They can begin to learn about their need for food, water, and shelter, and how to keep themselves safe. They enjoy stories about their bodies and other health issues and will discuss these issues with their friends. They show their beginning understanding of health and safety rules by:

- trying different foods that are introduced by the teacher as nutritious, and discussing with classmates what "nutritious" means;
- acting out fire safety procedures (stop, drop, and roll);
- carrying scissors and pencils with points down to avoid accidents;
- washing their hands after using the toilet or before snack and lunch;
- standing far enough away from swings in use to avoid injury;
- discussing the roles of dentists, doctors, and nurses in keeping people healthy;
- covering their mouths when coughing.

3. Performs some self-care tasks independently. H.S.9, H.S.10

Four-year-olds love performing self-care tasks and daily routines on their own. Sometimes they need guidance to avoid becoming silly or to remember what they are doing. They forget rules easily because they are busy with other thoughts, but they can usually meet expectations after verbal reminders. They show growing self-care skills by:

- using the toilet independently;
- washing and drying hands with only occasional reminders;
- managing dressing tasks independently (such as putting on coats, pants, and boots);
- pouring juice or milk from a small pitcher without spilling;
- mastering zippers, buttons, and some buckles (tying shoes is not yet expected);
- using tissues to wipe their noses and throwing the tissues in the wastebasket.

Head Start Performance Standards

H.S.7: Sec. 1304.21 Education and early childhood development. 1304.21(a)(3)(i)(A)(B)(C)(D(E)(ii)

H.S.8: Sec. 1304.22 Child and health safety. 1304.22(d)(1)(2); (e)(1)(2)

H.S.9: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(v)(3)(i)(A)(B)(C)(D)(E)(ii)

H.S.10: Sec. 1304.22 Child and health safety. 1304.22(e)(1)(i)-(iv)

A. PHYSICAL HEALTH

1. Shows characteristics of good health to facilitate learning. *2

Good general health and adequate development are necessary to optimize learning. Children exhibit good health when they demonstrate:

- physical stature within the typical range;
- active participation in daily events;
- ability to coordinate eye-hand movements;
- large motor skills such as jumping, hopping, running.

2. Demonstrates visual ability to facilitate learning. *2

A great amount of learning in the classroom is dependent upon visual abilities. Reading, writing, computer education, spelling, and chalkboard demonstrations are part of most children's school day. Examples include:

- using both eyes in coordination;
- holding materials at appropriate distance;
- moving eyes rather than head to track;
- visual focusing without squinting or strain.

3. Exhibits auditory ability to facilitate learning. *2

A great amount of learning in the classroom is dependent upon auditory skills and hearing, especially language development. Examples include:

- participating in listening activities;
- selecting listening center activities;
- orienting to a speaker when addressed by name;
- producing speech that is understandable.

4. Can perform oral hygiene routines.

Oral health impacts speech, social interaction, appearance, and ability to learn from experiences. Indicators of good oral hygiene include:

- recognizing and knowing how to use dental hygiene tools (e.g., toothbrush, floss);
- performing flossing procedures;
- performing brushing procedures;
- understanding relationship of nutrition to dental health.

5. Shows familiarity with the role of a primary health care provider.

To promote healthy development, every child needs a source of continuous and accessible health care. Each child should visit a health care provider on a schedule of preventive and primary health care to ensure that problems are quickly identified and addressed. The child demonstrates this by:

- in a play setting, appropriately using tools a doctor or nurse might use;
- recognizing common medical procedures (weight, measurement of height);
- knowing roles of a variety of health care professionals;
- naming body parts the medical professional will inspect.

B. KNOWLEDGE OF WELLNESS

1. Shows that basic physical needs are met. *2

Five-year-olds must have their basic needs met in order to take advantage of learning opportunities. Basic

* **Statutory Checklist Items:**
2. The child's physical development.

needs are demonstrated by children:

- staying awake except during nap time;
- wearing clothing appropriate to the weather;
- having an overall clean appearance;
- exhibiting energy typical of the age.

2. Shows interest in health issues. *8

Five-year-olds show awareness of many health issues, especially when these relate to their own experiences. Although they still need reminders to follow good health practices, they are beginning to understand the rationale for these practices. Children show their awareness of these issues by:

- washing hands after toileting/before eating;
- covering mouth/nose when coughing/sneezing;
- naming healthy snacks/foods;
- wearing sunscreen;
- discussing roles of health care professionals in keeping people healthy;
- understanding that there are "good" and "bad" drugs.

3. Shows interest in safety issues. *8

Five-year-olds show awareness of many safety issues. At this age, children are most interested in these issues when they relate to their own experiences. Although they still need reminders to follow safety rules, they are beginning to understand the rationale for these rules. Examples include:

- knowing to call 911 in an emergency;
- discussing traffic safety rules as they engage in dramatic play or build roads and cities out of blocks;
- telling a friend not to run in front of the school bus or a car;
- discussing safety rules when on a class trip, such as waiting behind a leader before crossing a street;
- understanding why fire drills are important;
- knowing not to go with strangers;
- looking both ways before crossing streets;
- remembering to put on their seat belts when going home in a car;
- understanding the difference between "good touch and bad touch."

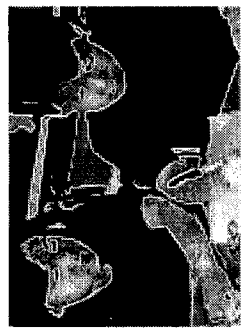
4. Performs self care tasks competently. (PE.B.1.1) *8

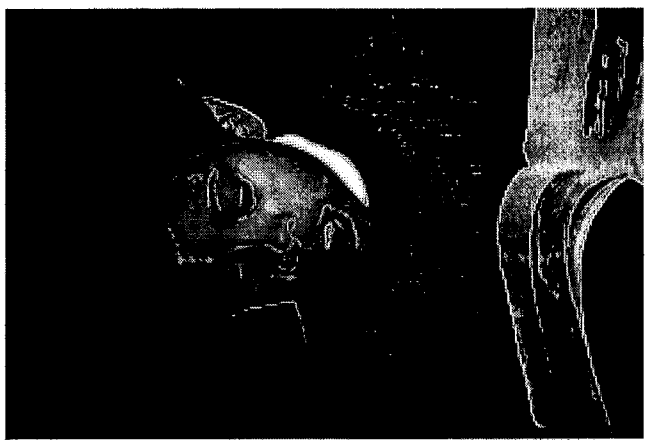
Five-year-olds are quite competent about taking care of their own physical needs and often help classmates who are struggling with buttons and laces. They take pride in their skills and will often practice zipping jackets and tying bows just for the pleasure of doing it. They demonstrate competence by:

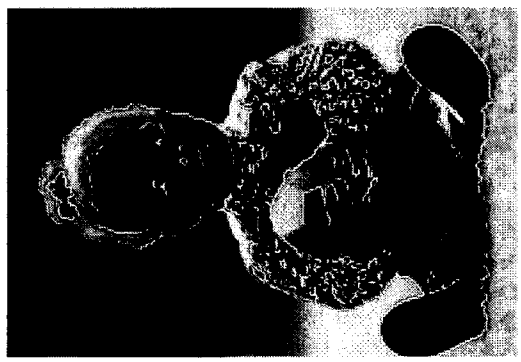
- taking care of their own toilet needs, asking for help with suspenders or other complicated clothing;
- putting on their own outdoor clothing with very little help and few reminders;
- pouring juice easily and without spills for snack or lunch;
- cleaning up art projects or other messy activities with relative skill;
- keeping track of their personal belongings and taking responsibility for keeping them safe;
- spreading peanut butter and doing other simple tasks with food.

* **Statutory Checklist Items:**
8. The child's self-help skills.

Sunshine State Standards Alignment
PE.B.1.1
The student achieves and maintains a health-enhancing level of physical fitness.







A. EAGERNESS AND CURIOSITY

1. Shows eagerness and curiosity as a learner. H.S.11

Three-year-olds are naturally curious about everything in their world and are beginning to respond to what they observe. Examples of this curiosity include:

- checking the gerbil cage daily to see where the gerbil is hiding;
- trying different art experiences and puzzles, or listening to new books;
- indicating awareness of other children by watching or interacting with them;
- noticing new displays in the science area and talking about them with a teacher;
- showing interest in many different classroom activities.

B. PERSISTENCE

1. Attends briefly, and seeks help when encountering a problem. H.S.11

At 3, children can attend to activities or stories for brief periods of time (5–10 minutes). They will stay involved longer if the activity is a favorite one. However, if they encounter a problem, they usually wander away from the activity rather than continuing to try to solve the problem. They require very specific help in problem-solving and explicit physical guidance when following suggestions. They show increasing ability to attend and persist by:

- listening to a story with a small group of children;
- seeking assistance after trying for a minute or two to put together a difficult puzzle;
- trying several times to reach a toy on a high shelf before giving up;
- looking for help when trying to hang up a painting that is still wet;
- following the teacher's suggestion when unable to choose an activity or when too many children select the same activity area.

C. CREATIVITY/INVENTIVENESS

1. Approaches play with purpose and inventiveness. H.S.11

Three-year-olds are just beginning to learn how to use materials as they are meant to be used. Play is mainly exploratory, helping children learn about the properties and characteristics of materials and equipment. At this time, 3-year-olds show emerging flexibility and inventiveness by:

- taking play dough to the housekeeping area to fill the muffin tins before putting them in the play oven;
- getting the snap-it beads from the manipulative

Head Start Performance Standards

H.S.11: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i) (v)(3)(i)(A)-(E)(ii)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

shelf to make a necklace for dress-up;

- becoming excited when yellow and blue paint turns into green after being mixed;
- suggesting that they feed the leftover carrot scrapings from a cooking project to the rabbit;
- trying a different way to accomplish a task or use an object.

Head Start Performance Standards

H.S.11: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(3)(i)(A)-(E)(ii)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

A. EAGERNESS & CURIOSITY

1. Shows eagerness and curiosity as a learner. H.S.11

Most 4-year-olds are naturally curious and continually ask questions about everything they encounter. They display growing maturity when they respond to answers to their questions by asking for clarification or additional information, rather than saying "Why? Why?" Examples include:

- showing interest in stories and events related by other children;
- being excited and curious about new things in the classroom, such as a collection of leaves or shells from the seashore;
- looking at a picture of a castle and trying to reproduce it with blocks;
- continuing a discussion by asking related questions or making comments;
- asking how water makes the wheel turn at the water table.

B. PERSISTENCE

1. Attends to tasks and seeks help when encountering a problem. H.S.11

Four-year-olds attend to most tasks for short periods of time (10–20 minutes). They will persist longer when they have chosen the activity. Learning to work until tasks are finished or problems are solved is often difficult for this age group. Ways that children show persistence and willingness to accept help in problem-solving include:

- paying attention to songs and stories during circle time;
- raising their hands or touching the teacher's arm to indicate that they need help;
- trying to start the zippers on their coats repeatedly until they can do the task without help;
- following teacher or peer suggestions for solving a problem (for example, understanding that putting another block at the base of the tower would make it more stable);
- completing favorite puzzles over and over again;
- beginning to put the blocks away and asking for help to finish more quickly;
- accepting help from the teacher when putting together a difficult puzzle.

C. CREATIVITY/INVENTIVENESS

1. Approaches tasks with flexibility and inventiveness. H.S.11

Four-year-olds, who are most comfortable with repetition and familiar people and places, often do not understand that there are different ways to work with materials or to solve problems. They are just beginning to understand that there are many possible ways to

accomplish a task. Children show flexibility and willingness to try new ideas by:

- using two short cardboard tubes as binoculars in the dramatic play area;
- trying to staple pieces of paper together after unsuccessfully trying to tape them together;
- trying several different ways to form play dough into a specific object such as a birthday cake or snowman;
- using prior experience to figure out what to do in present situations (for example, asking the teacher for red paint to color the play dough because last week the teacher made the play dough green with green paint);
- experimenting with a brush to find ways to keep paint from dripping;
- implementing the suggestions of others (for example, playing a different role than usual during dramatic play).

A. EAGERNESS & CURIOSITY

1. Shows eagerness and curiosity as a learner. *13

Five-year-olds are curious, active learners, who are excited about their environment and the wide variety of materials available to them in school. They enjoy using realistic props in dramatic play and experimenting with different artistic media. They are fascinated by audiovisual media and by technology, and can become very insistent when they have strong ideas about what they want to do. Examples include:

- showing interest in and asking questions about stories and events related by other children;
- using play and a variety of different media to process new ideas and represent knowledge;
- demonstrating the meaning of "sinking" and "floating" by acting out how the rubber duck floats and the paper clip sinks;
- asking how the caterpillar can live in the cocoon with no food or water;
- using a computerized painting program to depict their houses and yards;
- acting out how angry their own mother was when the car broke down, while telling the story to the teacher.

B. PERSISTENCE

1. Sustains attention to a task, persisting even after encountering difficulty. *7,11,13

Five-year-olds can attend to open-ended tasks they have chosen for reasonably long periods of time (20-30 minutes). However, it is more difficult for them to concentrate on tasks they have not selected or activities that require skills beyond their current abilities. When engaged in challenging tasks, they may need encouragement to continue. They are beginning to understand that making mistakes is an important part of learning and acquiring new skills. Some examples include:

- making several attempts at solving a problem (for example, trying different ways to attach tape when building a 3-D collage);
- remembering on a day-to-day basis to maintain long-term projects (such as watering seeds regularly, recording daily plant growth on a chart, reading the thermometer and recording temperatures regularly);
- continuing projects from one day to the next, such as working on a clay sculpture for several days or creating pictures for a storybook;
- watching the new class gerbil eat and play on the wheel in the cage for most of choice time;
- counting the blocks with the teacher as she helps rearrange them to make it easier for the big truck to park in the block garage.

* **Statutory Checklist Items:**
7. The child's ability to cope with challenges.
11. The child's problem-solving skills.
13. The child's demonstration of curiosity, persistence, and exploratory behavior.

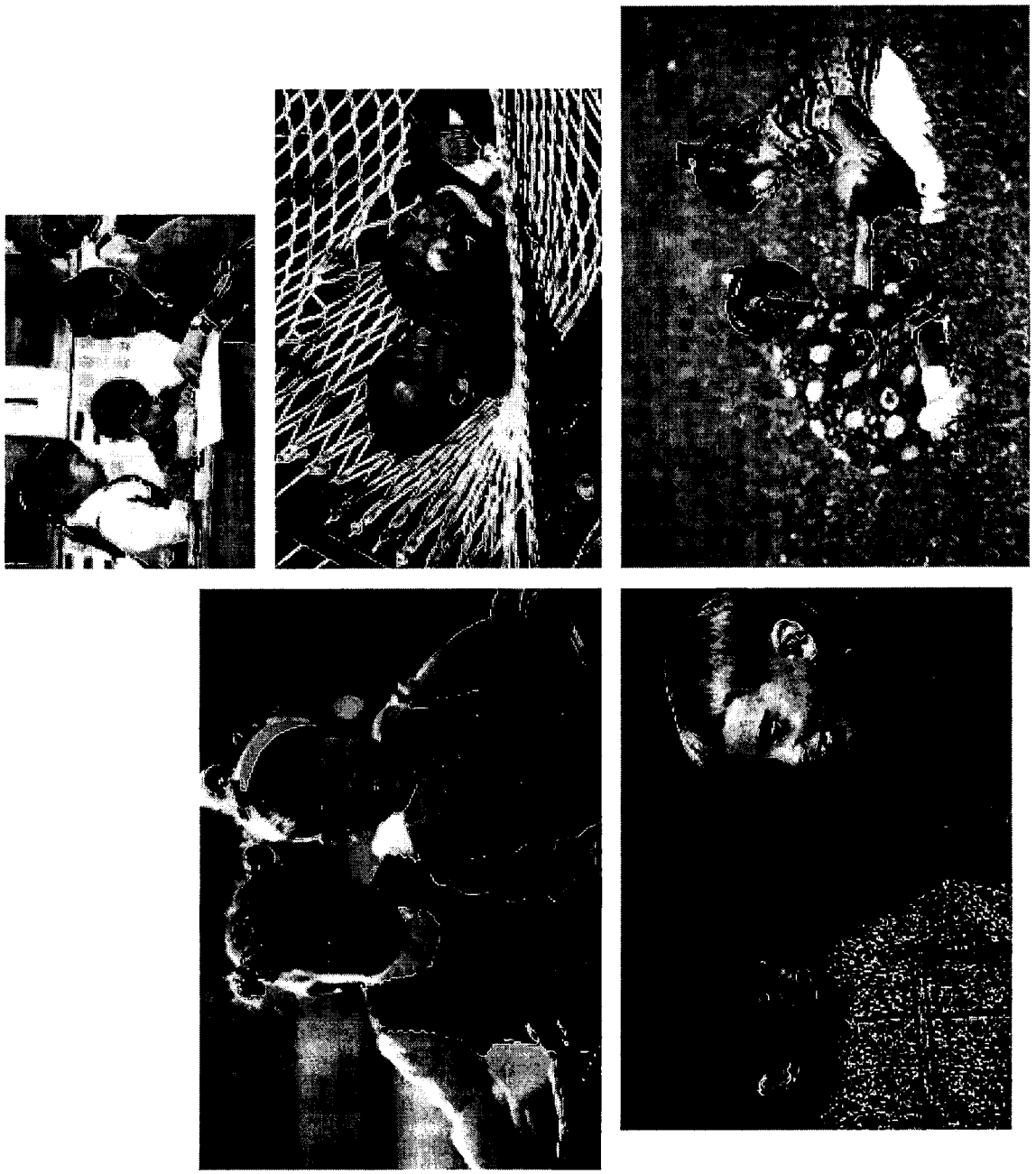
C. CREATIVITY/INVENTIVENESS

1. Approaches tasks with flexibility and inventiveness. *11

Five-year-olds are learning how to approach tasks creatively and to attempt more than one way to solve a problem. Trial and error nurtures and encourages their creativity. Some children are reluctant to try new approaches because an unsuccessful outcome may be difficult to accept. After children have tried repeatedly to solve problems, it is important for them to know when and where to get help before they become frustrated. Some examples include:

- attempting several different ways to solve a problem (for example, trying to build a roof over a structure with different types of blocks);
- asking for and accepting suggestions for alternate ways to build a tall tower that will remain standing;
- using table blocks and small vehicles and figures to explain to a friend how they get to school;
- using a drawing program on the computer to illustrate a story;
- using resources to spell words needed to write a sign;
- trying several ways of folding or cutting paper to make a kite or airplane;
- communicating frustration in an acceptable way after failing to accomplish a task;
- creating something new on their own (for example, a pretend camera) by combining several familiar materials (for example, a milk carton and tape).

* **Statutory Checklist Items:**
11. The child's problem-solving skills.



Social & Emotional

A. SELF-CONCEPT

1. Demonstrates self-confidence. H.S.11

Three-year-olds usually come to school feeling competent, ready to take pride in their ability to do familiar things. However, when the school experience is unfamiliar, young children can be very tentative. After invitations to participate in activities, they usually begin to play with materials and interact with other children and teachers. Three-year-olds show a positive sense of self by:

- joining other children playing in the house corner, often in parallel play;
- responding to the teacher's greeting and exchanging a few words;
- coming to the snack table and participating in conversations;
- choosing individual activities, such as doing puzzles, painting, or helping to feed the class pet;
- gradually increasing the range and diversity of activities in which they choose to participate.

2. Shows some self-direction.

Helping children make choices and perform tasks they are able to do fosters their independence. Some 3-year-olds appear more independent than they really are because they frequently refuse to do things when they are asked. At this age, children can only make very simple choices (for example, between sand play and playing in the housekeeping area). They show their independence by:

- engaging eagerly in solitary or parallel play;
- washing hands before eating without an individual reminder;
- choosing specific materials for pasting from the collage collection;
- selecting one book from among several choices;
- hanging up their sweaters or coats after seeing others do it;
- observing and experimenting at the sand or water table;
- choosing one activity over another and participating in it.

B. SELF-CONTROL

1. Follows simple classroom rules and routines with guidance. H.S.11

Three-year-olds function primarily within a world of their own making. They are only beginning to respond to simple rules and routines. They need many reminders and much support in learning the expectations of the classroom and appropriate behavior in preschool or child care. They show their emerging ability to follow rules and routines by:

- following simple classroom rules, such as "Do not

Head Start Performance Standards

H.S.11: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(3)(i)(A)-(E)(ii)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

hit other people," or telling the teacher when they have to use the bathroom;
- picking up their cups and napkins and putting them in the wastebasket after snack;
- keeping the sand inside the sand table after only a few reminders;
- showing a friend where to put unit blocks on the shelf during clean-up;
- standing in line at the slide while waiting for a turn to go up the steps.

2. Begins to use classroom materials carefully.

At 3 years of age, children are just beginning to learn to take care of materials and put things back where they belong. They need modeling, guidance, and many reminders to do so. They show a developing sense of their responsibility by:

- taking care of books (for example, turning the pages carefully and putting books back on the shelf when finished);
- using markers on paper, rather than on other surfaces;
- putting caps back on markers when reminded to do so;
- putting toys away when finished, such as taking their puzzles back to the rack;
- treating classroom pets gently and with care.

3. Manages transitions.

Children this age are beginning to learn how to accept change without undue distress. Although they may be uncomfortable with the major transition from home to school, they can learn simple classroom transition routines and begin to show comfort with small changes. They show the ability to manage transitions by:

- separating from a parent (or caregiver) at the door with growing ease;
- moving from one classroom activity to the next with a few reminders;
- cleaning up and coming to the snack table after only a few reminders;
- after initially protesting, giving a truck or other toy to another child who has been waiting for a turn;
- responding positively to the signal for a change in activity;
- hanging up their sweaters or jackets upon arrival and joining the classroom activity;
- saying good-bye to the teacher as they go out the door at the end of the day.

C. INTERACTION WITH OTHERS

1. Interacts with one or more children. H.S.11

At 3, children are just beginning to learn social skills and how to interact with peers. They still need considerable

Head Start Performance Standards

H.S.11: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(3)(i)(A)-(E)(ii)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

support and practice. Their play is usually parallel (side-by-side), with only brief interactions with other children. Children show their emerging social skills by:

- participating in classroom routines, such as helping classmates sweep up sand around the sand table, or joining other children feeding the fish;
- playing side-by-side with other children in the dramatic play area, occasionally making comments to a nearby child;
- helping another child set the table for snack;
- participating with other children at the play dough table;
- talking with others during snack or lunch.

2. Interacts with familiar adults.

Three-year-olds vary greatly in how they relate to adults. Some are comfortable and interact spontaneously, while other children need time to warm up, become comfortable, or feel safe with adults. Children show increasing comfort by:

- entering the classroom in the morning with a greeting for the teacher;
- responding to questions the teacher asks;
- running over to the adult who is bringing in lunch and asking if they can help;
- sharing the latest classroom news with the school secretary or custodian;
- communicating with the teacher or other adult about the new dress or shirt they are wearing;
- telling an adult about an event happening at home, such as, "Today is my brother's birthday."

3. Participates in the group life of the class.

Three-year-olds are very egocentric. Functioning as a group member and accommodating group expectations are difficult for many 3-year-olds; they need guidance from the teacher to learn these things and adjust to being in school. At this age, children enjoy participating in simple action games that involve minimal time spent waiting for a turn. They show this growing awareness of the group life of the class by:

- participating in small group projects for 5-10 minutes, such as helping to fill the water table;
- noticing who is absent from circle time;
- paying attention to the class signals for clean-up or for listening to the teacher;
- bringing a favorite toy from home to share with the class;
- playing group games, such as Duck-Duck-Goose or Follow the Leader, with adult help;
- participating in snack time with peers, learning how to pour juice, how many crackers to take, and how to clean up when finished;
- joining a small group for a walk around the block.

4. Shows empathy and caring for others.

Even at 3 years of age, children show caring for those around them. Empathy is elicited by concrete occurrences that are similar to the child's experiences. For example, 3-year-olds can sympathize with a child who has fallen down or who can't get his coat on. Children show their caring by:

- putting an arm around a friend who is crying;
- pretending to soothe a crying baby in the house area;
- asking an adult to help when a friend has trouble pulling on boots;
- being concerned when a friend falls and scrapes a knee;
- watching curiously when another child enters the classroom crying;
- helping a classmate clean up a spill.

D. SOCIAL PROBLEM SOLVING

1. Seeks adult help when needed to resolve conflicts. H.S.11

Three-year-olds do not have the skills to settle conflicts on their own. They learn to solve conflicts gradually by watching a teacher model effective conflict resolution strategies and by experiencing compromises facilitated by teachers or other adults. At this age, the expectation is that children will begin to recognize when they need some help to solve a problem. Examples include:

- seeking assistance when disturbed by a child who paints on their pictures or knocks down a block structure;
- asking for help when a child grabs a truck or other plaything;
- seeking help when another child is hitting or pushing;
- yelling at another child, "You can't come in the house area—it's full," and then calling the teacher for help;
- asking for help to get a ride on the Big Wheel or a turn on the slide.

Head Start Performance Standards

H.S.11: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(3)(i)(A)-(E)(ii)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

A. SELF-CONCEPT

1. Demonstrates self-confidence. H.S.11

Many preschool children come to school with a positive sense of self, certain they will be liked. Others need time to observe and opportunities to learn how to play in a group setting. Confident 4-year-olds will participate in most classroom activities, express emotions, eagerly explore toys and materials, and interact with others in the classroom. They display a positive sense of self by:

- showing excitement when the teacher announces that they will be going on a field trip;
- singing songs at circle time;
- teaching a word in sign language to a classmate;
- entering the dramatic play area and choosing a role that fits the play of others;
- sitting at the art table and exchanging ideas and thoughts, even when the discussion is unrelated to the artwork they are making;
- adapting to playground games and becoming part of the action.

2. Shows some self-direction.

Four-year-olds often seem independent because they want to do everything on their own. However, they still require encouragement to act independently in unfamiliar situations or when trying challenging tasks. Four-year-olds can make simple choices among activities, but occasionally need support in trying new classroom activities. Examples of initiative and independence include:

- finding materials with which to work, such as scissors, tape, and markers, for acting on an idea or desire (for example, making a pretend camera for "taking pictures");
- finding and putting on one's own jacket before going outdoors;
- deciding to build an airport with blocks, forming a plan, and then implementing it with others already working with the blocks;
- trying a new activity (for example, soap painting or a cooking project), and pursuing it for a meaningful period of time;
- playing with different children rather than the same friend or friends every day;
- choosing one activity out of several and becoming involved with it;
- responding positively to suggestions to try something new.

B. SELF-CONTROL

1. Follows simple classroom rules and routines. H.S.11

Four-year-olds find established routines very comforting. They feel safer and better able to participate when rules are clear and followed consistently. They can follow simple rules and procedures with gentle reminders. They show

Head Start Performance Standards

H.S.11: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(3)(i)(A)-(E)(ii)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

their acceptance and understanding of rules and routines by:

- waiting patiently until someone leaves the water table when the rule is "only four people at a time";
- independently going to the circle area after clean-up;
- clearing off their places at the snack table by taking their cups to the designated place and throwing away their napkins and leftovers with few reminders;
- turning off the tape recorder after listening to a story;
- removing a finished painting from the easel and knowing where to hang it up to dry;
- holding hands when crossing a street that has no traffic light or crossing guard;
- washing hands before snack.

2. Uses classroom materials carefully.

In school, children are encouraged to take care of the materials they are using and keep the classroom in order. Four-year-olds are just beginning to take on this responsibility independently, although they need frequent reminders. Children show responsibility for materials by:

- helping to clean up by sweeping around the sand table;
- putting blocks away in designated places when the teacher announces it is clean-up time;
- looking at books carefully and putting them back on the shelf when finished;
- handling objects on the Discovery Table carefully;
- exploring the teacher's guitar gently, thoughtfully, and with care.

3. Manages transitions.

Four-year-olds sometimes are upset when routines change or things are done differently. They manage transitions most successfully when they are told what to expect in advance. Children show they are learning to manage transitions by:

- using a routine, such as waving from the window or blowing a kiss good-bye, to manage the transition from home to school;
- accepting transitions with little or no protest;
- moving from free play to clean-up with ease and purposefulness;
- helping the teacher give transition signals;
- cleaning up ahead of schedule because a visitor has come to lead a special group time.

C. INTERACTION WITH OTHERS

1. Interacts easily with one or more children. H.S.11

At age 4, preschoolers are beginning to make the transition from parallel play to cooperative play. Taking turns, sharing, and conversing during play are new skills for many 4-year-olds. They are developing special friendships and starting to understand that it is possible to have more than one friend at a time. Examples of interaction skills include:

Head Start Performance Standards

H.S.11: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(3)(i)(A)-(E)(ii)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

- playing with whomever is in the dramatic play area rather than only playing there when alone or with a special friend;
- making decisions with another child about who will put out the cups and napkins and how many they will need;
- working cooperatively with another child who is painting on the same side of the easel;
- removing the toys from the sand table with a friend in order to start a new project;
- talking (or using alternative communication) with another child to plan ways to build a block structure;
- using rhythm instruments with several children.

2. Interacts easily with familiar adults.

Four-year-olds are learning how to interact with adults. They engage in conversations and follow directions given by familiar adults much more readily than with unfamiliar adults. Some children need explicit instruction about positive ways to say "hello," respond to adults' comments and questions, or gain an adult's attention. Children show their skills in this area by:

- responding appropriately when an adult says, "Good morning";
- answering a teacher's question about who they played with on the playground;
- asking for attention by raising a hand, touching the teacher's arm, or other reasonable actions;
- listening to and talking with adults;
- requesting the teacher's attention verbally without becoming impatient, pulling at the teacher's clothing, or jumping up and down.

3. Participates in the group life of the class.

Children this age are beginning to show appreciation of group experiences and awareness of group expectations. However, they often need to be reminded of rules and routines. It is easier for them if group rules, such as how many children can play at the water table, are discussed with them in advance and if they have a part in establishing expectations. Four-year-olds are just beginning to play simple board and card games with rules. They show a growing ability to participate in the group life of the class by:

- readily joining circle times, participating in clean-up time, and going to snack when it is ready;
- noticing that a friend needs help putting away the blocks and going over to help, even though they had not played in the block area;
- recognizing that a classmate is absent and asking the teacher about it;
- suggesting silly and funny ideas for open-ended songs such as *Aiken Drum* or suggesting the animals for choruses of *Old MacDonald Had a Farm*;
- playing simple Lotto games or board games, such as Candy Land;
- following the rules for leaving the classroom to go to the bathroom or another room in the building;

Head Start Performance Standards

H.S.11: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(3)(i)(A)-(E)(ii)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

- bringing in several vegetables from home to make stone soup with their classmates and giving the vegetables to the teacher when it is time to cook.

4. Shows empathy and caring for others.

At 4 years of age, many children show that they are aware of the feelings of their classmates. Other 4-year-olds need to be taught to notice their peers and to understand the emotions and experiences of others. Children this age are generally better able to show caring for real people or book characters than abstract ideas or situations. Examples of caring behavior include:

- volunteering to sit next to a new child and helping the child with the procedures for snack;
- expressing sadness to a friend whose pet has died;
- going over to a friend who has fallen and giving comfort;
- expressing appropriate feelings (joy, sadness, fear) for characters in a story;
- getting help for classmates who cannot get their boots on or cannot find their paintings to take home;
- showing acceptance and support of a classmate with a physical disability.

D. SOCIAL PROBLEM SOLVING

1. Seeks adult help when needed to resolve conflicts. H.S.11

Four-year-olds need a great deal of adult support and guidance in learning how to settle conflicts (for example, how to share a limited amount of materials or deciding who will get to go outside first). Their natural responses are physical, such as hitting, kicking, or throwing. They are beginning to learn alternatives from adults who suggest and model ways to use words and other simple formulas. Children show they are gaining awareness of alternatives by:

- asking an adult to help when another child wants the same truck or when other children keep pushing in the line waiting for a turn on the slide;
- using words suggested by an adult to express anger, such as, "I don't like it when you push me." or "That makes me mad!";
- asking a child to return a toy he or she has grabbed, and turning to an adult for help when the child refuses;
- giving alternatives to friends, such as, "I'm playing with these, you play with those.";
- asking the teacher to use a timer to decide when one child's turn on the bike ends and their own turn begins;
- using facial expressions or gestures to communicate needs or to resolve conflicts;
- using words to explain that the sand table is full because only two children are allowed at a time;
- negotiating with other children to solve a problem with the teacher's support.

A. SELF-CONCEPT

1. Demonstrates self-confidence.*8

Self-awareness and positive self-image emerge through interactions with others and through experiences of being effective. Confident 5-year-olds approach new tasks and situations enthusiastically, recognize and express emotions appropriately, and share information about themselves with others. They display a positive sense of self by:

- rushing into the classroom on Monday to tell their teacher and friends about visiting the science museum over the weekend;
- acknowledging sadness about the loss of a pet;
- providing a simple explanation about their disabilities to able-bodied children;
- expressing delight over their own very tall block structure and wanting others to like it, too;
- entering small groups confident that they will be accepted after observing for a short time;
- suggesting roles for themselves in dramatic play or the block corner.

2. Shows initiative and self-direction.*8

Independence in thinking and action enables children to take responsibility for themselves. Most 5-year-olds can make choices among familiar activities, participate in new experiences, and are willing to take some risks. Children who choose familiar activities repeatedly and are hesitant to venture into new areas need help from adults in order to expand their independence. Some examples of initiative and independence are:

- finding materials for projects (for example, glue to add their name card to a bar graph);
- eagerly selecting new activities during choice time, such as trying the carpentry table or the computer for the first time;
- assuming classroom chores without being asked (for example, sweeping sand from the floor, helping to clean up spilled juice);
- choosing to work on a social studies project because the activity interests them, rather than because friends are doing it;
- originating projects and working on them without extensive direction from the teacher.

B. SELF-CONTROL

1. Follows classroom rules and routines. *3

Children who are successful within a group know and accept the rules established for that particular group. Five-year-olds are learning this skill and can be quite dogmatic with their peers, insisting on adherence to the rules. They are comfortable when they know the routines and can plan their activities around the daily schedule. Ways that children show this ability are:

- moving their name tags to the "In" column to show their attendance at school;
- putting away the puzzle before starting another activity, or shutting off the tape player before

*Statutory Checklist Items:

3. The child's compliance with rules, limitations, and routines.
8. The child's self-help skills.

leaving the listening center;
- remembering to wash hands before a cooking project;
- bringing a book with a torn page over to the book repair box;
- knowing that only three people can be at the computer at one time and writing their names on the waiting list to reserve a spot;
- recognizing that because it is almost time for snack, there is only enough time to build a small addition to their block structure.

2. Uses classroom materials purposefully and respectfully. *3

One of the major challenges of school for 5-year-olds is learning how to care for classroom materials. In school, a child learns how to use materials thoughtfully (so the materials continue to be available for others) and how to put things away so that others can easily find them. Examples include:

- using materials and equipment without breaking or destroying them;
- using materials with intention, such as playing the piano with a song in mind, not just pounding;
- hanging dress-up clothes on their proper hooks;
- using scissors appropriately for cutting, and then putting them back in their assigned place;
- keeping the sand inside the sand table;
- taking out the building blocks to create a structure rather than just emptying the shelves;
- asking for tape to repair a torn page in a book and sitting with the teacher while fixing it;
- returning the disk to its box after working on the computer.

3. Manages transitions and adapts to changes in routine.*7

Adapting to or accepting changes in routine is an important skill if children are to function comfortably in school. Five-year-olds are anxious to establish order in their lives and prefer consistent routines. However, because change is a part of growth, children need to acquire flexibility in order to deal with change. Five-year-olds are beginning to adjust to changes and learn that different situations call for different behaviors. Children show this flexibility by:

- going from home to school without anxiety;
- moving smoothly from one routine to another (for example, from activity period to clean-up, or from story time to getting ready to go home);
- greeting visitors who come into the classroom and then continuing with their work;
- remembering to whisper when visiting the library;
- going to music class and following the music teacher's rules about where to sit;
- anticipating the afternoon assembly with pleasure, even though it means they will miss gym class.

C. INTERACTION WITH OTHERS

1. Interacts easily with one or more children.*6

Five-year-old children are beginning to learn how to

* **Statutory Checklist Items:**
3. The child's compliance with rules, limitations, and routines.
6. The child's interactions with peers.
7. The child's ability to cope with challenges.

play cooperatively with one or more children, listen to peers and understand their feelings, and solve problems cooperatively. The meaning of friendship (What does having a friend mean? How does friendship work?) is very interesting to them. They have preferences about who they want to play with and are sometimes tentative about interacting with peers they do not know very well. Examples include:

- following suggestions given by a friend about how to proceed in their play (for example, deciding to build a fire station with the large hollow blocks, in response to a friend's suggestion);
- giving assistance to peers who are trying to solve a problem (helping to zip coats or figuring out how to divide the Legos among three children);
- choosing to work with children who are new to the class;
- playing cooperatively with a group of children during recess;
- asking a friend politely to borrow the scissors and saying "thank you" when returning them;
- switching from being the cashier to being the customer so everyone gets a turn in the pretend grocery store.

2. Interacts easily with familiar adults. *5

Young children often have more experience talking and interacting with adults than with their peers. Five-year-olds who feel at ease with adults will show affection, respond to questions, initiate conversations, and follow directions given by familiar adults. Examples include:

- greeting the teacher or other adults when arriving in the morning;
- relating events and anecdotes to the teacher with ease and comfort;
- seeking help from a teacher when needed;
- interacting easily with other adults in the school, such as the custodian, the lunchroom monitor, or the crossing guard;
- expressing curiosity about a new adult in the classroom by asking questions about who she is or why she is there;
- following directions given by a parent volunteer about when to get off the bus during a field trip.

3. Participates in the group life of the class.*3

Five-year-olds show a sense of community by contributing ideas, taking responsibility for events in the classroom, sharing knowledge of classroom routines and procedures, and following rules in group games and activities. They can usually follow group expectations, especially if they have had previous school experience. Five-year-olds show their understanding of group life by:

- taking part in group activities, such as circle, music, or story time;
- being part of the audience as well as an active participant in group events;
- pitching in to clean up the block area, even though they didn't work there today;
- following the rules for simple card games (Go Fish or Concentration) and guessing games (I Spy);
- hunting through toy containers to find the lost

* **Statutory Checklist Items:**
3. The child's compliance with rules, limitations, and routines.
5. The child's interactions with adults.

marker caps;
- offering to show a new classmate where to hang up coats;
- waiting for turns.

4. Shows empathy and caring for others.*6

Learning to recognize the feelings of others is an important life skill. Although some children express care and understanding for others' feelings almost naturally, other children need guidance and support from teachers to acquire these skills. Examples include:

- displaying concern about a friend's sister who is in the hospital;
- being concerned and wanting to help when a classmate falls and hurts her/himself;
- showing concern for a friend who has been excluded from a game or dramatic play;
- trying to help when a classmate's block structure has fallen;
- helping a friend find a lost toy;
- carrying something for a child who is using crutches;
- showing a new student around the room and telling her about center activities, rules and routines;
- sharing a friend's excitement about going to a baseball game.

D. SOCIAL PROBLEM SOLVING

1. Seeks adult help when needed to resolve conflicts.*7,8,9

An initial step in conflict resolution is recognizing when there is a conflict and getting help to solve it. Communicating and using varied strategies to resolve conflicts (for example, "fair trades" or taking turns by mutual agreement) are emerging skills for 5-year-olds. They still need adult support and modeling to use words to solve problems, suggest possible solutions, and participate in compromise. Children show they are learning these skills by:

- asking for help when a second child wants to use the same blocks;
- using words suggested by an adult to settle conflicts;
- asking the teacher to set the timer so each person will know how long he or she can use the computer;
- negotiating with another child to divide the markers and determine how many each will use;
- settling a dispute with another child through negotiation, addressing their own rights as well as accommodating the other child's needs (for example, "I'll use the paste for these 2 pieces of paper and then give it to you.");
- taking turns without pushing or other physical conflict;
- sharing without grabbing;
- using words to express feelings, such as, "I don't like it when you push me.";
- using and accepting compromise when intruded upon (for example, when a new child wants to enter a game already underway, making room for him or her during an appropriate break).

* **Statutory Checklist Items:**
6. The child's interactions with peers.
7. The child's ability to cope with challenges.
8. The child's self-help skills.
9. The child's ability to express his or her needs.

Head Start Performance Standards

H.S.11: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(3)(i)(A)-(E)(ii)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

H.S.12: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(3)(i)(E)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

A. LISTENING

1. Gains meaning by listening. H.S.11

Three-year-olds learn about their world through watching and listening. They find it easier to listen with understanding in one-on-one situations than in groups. The ability to listen in a group emerges slowly and with practice. They can listen to familiar stories and videos for relatively longer periods of time than when they are asked to attend to unfamiliar materials. Three-year-olds show their understanding by:

- listening attentively to stories read aloud;
- listening briefly to other people's conversations and responding to the content;
- listening to short, familiar records and tapes, and showing understanding through body language (clapping or nodding) or facial expressions (smiling or laughing);
- conversing with a teacher and responding appropriately;
- listening to a visitor tell about what she does in the community and later using the words and content in dramatic play.

2. Follows two-step directions.

Three-year-olds still need substantial individual support, instruction, and physical guidance to be able to follow directions. They show skills in this area by:

- following directions given to them specifically (such as, "Please pick up that toy and put it on the shelf.");
- remembering to clean up their place at lunch after eating;
- matching movements and actions to the music and directions in a song;
- following the teacher's simple directions to the class (for example, "Find a book and take it to your table.") without needing individual clarification;
- putting on their jackets when reminded it is time to go home and remembering to take their backpacks.

B. SPEAKING

1. Speaks clearly enough to be understood by most listeners. H.S.12

Three-year-olds usually speak in short sentences. Articulation errors may be present, but speech is usually clear enough to be understood with little difficulty. When 3-year-olds are given many opportunities to talk, the length and complexity of their sentences increase. Speaking clearly for 3-year-olds includes:

- requesting information and being understood;
- describing a recent event and answering questions about it;
- signing or using a communication board to indicate their food choices at snack;

- initiating a conversation with an adult;
- telling a story using words, props, and gestures to convey meaning;
- using common social conventions, such as "hello" or "thank you," with occasional prompting.

2. Uses expanded vocabulary and language for a variety of purposes.

Children this age are fascinated with language and enjoy experimenting with sounds and expressions. Their vocabulary is developing rapidly. Although 3-year-olds understand that they are expected to respond when someone speaks to them, they are only beginning to acquire other conversational rules (taking turns, staying on topic). They are gaining an understanding of the power of words and the excitement of communicating. Examples of their emerging skills include:

- using the word "tremendous" learned from a Dr. Seuss book when telling a classmate about the amount of sand being piled up in the sand table;
- making up "silly" words (for example, doggie, froggie, soggy, toggy, loggy);
- making up dialogue for a role-play in the dramatic play corner;
- relating an event from a trip to the fire station to something being read aloud from a book;
- telling someone about a recent trip to the hardware store or a park;
- repeating short rhyming verses, such as "Ring Around the Rosie" or "Humpty Dumpty."

C. READING

1. Shows appreciation for books. H.S.13

Three-year-olds can become very excited about books, especially if they are exposed to literature before coming to school. Children's interest in a specific story or topic, the appropriateness of the text and illustrations, and the size of the group are key factors in their ability to sit still and stay focused during story reading. Children learn during preschool that books are handled in particular ways. Three-year-olds show their developing appreciation of books by:

- paying attention to a story read in a small group and responding to questions about the story;
- holding a book right side up and turning pages one at a time starting at the front of the book;
- choosing to join a small group that is listening to a story;
- acting out various parts in *Ask Mr. Bear* or *Are You My Mother?* as the teacher reads the story;
- recognizing a favorite book by its cover and asking that it be read to them.

2. Shows beginning phonological awareness.

Phonological awareness is the ability to hear and

Head Start Performance Standards

H.S.13: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

discriminate the sounds of language. Three-year-olds spontaneously play with the sounds of words and show some awareness of rhyming sounds. Examples of phonological awareness include:

- repeating familiar rhyming verses or songs;
- joining in with other children to recite rhymes and poems at circle time;
- using rhythm sticks to tap out the syllables in their names;
- experimenting with sounds to make nonsense words ("spaghetti, baghetti, laghetti");
- clapping to represent the syllables of short phrases (for example, "We like pizza.").

3. Shows interest in letters and words.

By the age of 3, children are beginning to become aware of how letters and words look and sound. They may show interest in letters, especially the letters in their names. They notice labels and signs in their environment and ask caregivers and teachers what the signs say. Examples of their interest and participation in reading-related activities include:

- saying, "There's my name!" when they see a stop sign because their name begins with the letter "S";
- pointing to classroom labels and "reading" the word printed there (for example, "fish," "clock," "puzzles")—although not recognizing the same word if it appears somewhere else;
- asking, "What does that say?" when they see a sign, label or other print;
- picking out and labeling specific letters from their names as they look at book titles or classroom labels;
- identifying their names on their toothbrushes or cubbies;
- pointing to a logo and reading the name of the supermarket or the brand of crackers;
- singing the alphabet song.

4. Comprehends and responds to stories read aloud.

Three-year-olds are actively engaged in understanding stories. They begin to follow what characters say and do in a story. Frequently, children memorize some of the words of the story or can finish sentences in books that have repetitive patterns of phrases. Examples of their growing comprehension of stories include:

- asking relevant questions as the story is read;
- labeling pictures in familiar books;
- recognizing when the reader omits part of a favorite story;
- pointing to pictures of characters in a story and recalling what the characters did or said;
- looking at books during free choice time, often talking out loud about them and telling a story that may or may not reflect the actual text;
- using pictures in a book to recall details about a story;

- retelling a story using flannel board cutouts or hand puppets.

D. WRITING

1. Represents ideas and stories through pictures, dictation, and play. H.S.13

One of the first tasks in writing is to understand that letters are symbols that can be used to represent words, thoughts, and ideas. Three-year-olds are actively engaged in learning that symbols and pictures represent real things. For example, many know that the golden arches are a symbol for McDonald's. They understand that dolls can represent real people ("This is the mommy doll and this is the baby doll.") or that a play phone represents a real phone. They show their developing understanding of representation and symbols by:

- describing their drawings when the teacher says, "Tell me about your picture.";
- listening on the toy phone and telling the teacher, "I'm talking with Mommy at work.";
- covering a paper with large swirls of paint, telling the teacher, "This is my house," and asking the teacher to write "My House" on the painting;
- asking the teacher to write a note for their family telling about the visitor who brought a snake to class;
- making up a funny animal story using flannel cut outs to tell the story;
- explaining to the teacher that the doll is the baby and, "He's crying because he is hungry and wants the mommy to feed him."

2. Uses scribbles and unconventional shapes to write.

Three-year-olds are beginning to understand that print can tell stories and express ideas. Although their initial attempts at writing are not conventional, they often make scribbles that begin at the top of the paper and move from left to right, showing their beginning understanding of how print works. Their first attempts at writing are shown by:

- scribbling on paper and describing the thoughts they have "written" down;
- drawing a round form and, after putting some red in the circle, announcing, "Here's an apple.";
- making a sign consisting of several scribbles, and putting it in the block area to warn others to "Keep Out";
- scribbling letter-like marks on their pictures and reporting that they wrote their names;
- making several short wavy lines on the notepad in the dramatic play area to serve as a shopping list.

Head Start Performance Standards

H.S.13: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

Language & Communication 4-Year-Olds

Head Start Performance Standards

H.S.11: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(3)(i)(A)-(E)(ii)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

H.S.12: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(3)(i)(E)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

A. LISTENING

1. Gains meaning by listening. H.S.11

Four-year-olds gain knowledge about their world by watching and listening. They acquire the skill to listen not only when they are spoken to one-on-one by adults and peers, but also to listen when they are spoken to as part of a group. This "group listening skill" is important for learning and acquiring information in school settings. Listening with understanding is enhanced as stories are read to large and small groups and as children participate in singing and chanting activities. Children show their developing listening skills by:

- carrying on a conversation with another person that extends a thought or idea expressed to the group earlier;
- responding to stories read to the whole class, rather than responding only when read to as part of a small group;
- understanding a change in the morning activity schedule described by the teacher;
- watching and listening to a video and discussing the story later in the day;
- listening to audio-taped stories and showing understanding through body language, pointing to appropriate pictures, or retelling what they heard.

2. Follows two- or three-step directions.

Remembering and following directions is critical for preschool children's independent functioning in educational settings. Four-year-olds are beginning to follow simple two- and three-step directions with relative ease. They also respond to group directions rather than always needing individual instruction. Four-year-olds show they can follow directions by:

- responding to the instruction to the class, "Go get your jackets and when you are dressed, sit down on the rug.";
- repeating an instruction to a friend;
- following directions on a tape or CD to perform various movements;
- following directions given to the class to "Take this note about our class trip home, ask your family to read it, have a family member sign it, and bring it back to me.";
- following directions given by the teacher to "Go wash your hands and then sit down at the table."

B. SPEAKING

1. Speaks clearly enough to be understood without contextual clues. H.S.12

By 4 years of age, children usually speak with sufficient clarity so that it is easy to understand what they are saying without the help of additional information or gestures. Four-year-olds generally use correct syntax, but sometimes over generalize rules (for example, "We goed

to the store."). Although they may still make some articulation errors, the length of their utterances and the grammatical complexity of their language is increasing. Evidence of this includes:

- speaking clearly enough so that a classroom visitor knows what they are saying;
- accurately delivering a message from home to the teacher;
- using common social conventions, such as "please" or "thank you," although often needing reminders;
- communicating in a way that other children understand what is being said without constantly having to ask, "What did you say?";
- telling the class about the trip to visit their grandmother;
- using sign language to indicate who they want to sit next to on the trip to the orange grove.

2. Uses expanded vocabulary and language for a variety of purposes.

Four-year-olds are expanding their vocabulary daily through exposure to books, trips, and other classroom activities. At the same time, they are beginning to converse about objects and events that are not physically present, are somewhat abstract, or that they remember from the past. They are learning the social rules for conversation, but continue to have difficulty staying on topic in a group discussion. By this age, children are proficient enough with speech and language skills so that they can be creative and humorous in their explorations of how words work and sound. Examples include:

- waiting for their turn to speak before announcing the arrival of their new puppy;
- using words to communicate their feelings;
- telling a classroom visitor about the different trucks in the truck area, using the appropriate terminology;
- adding a relevant idea to another child's comment;
- telling jokes and giggling, even though they do not understand the significance of the word relationships in jokes and puns (for example, Knock-Knock jokes);
- asking questions related to the current topic of discussion;
- thinking up rhyming words for a song or finger play.

C. READING

1. Shows appreciation for books and reading. H.S.13

Depending on how often they have been read to at home and in other situations, children come to preschool with varying abilities to enjoy and understand the written word. By 4, children can begin to learn about authors and illustrators, and enjoy making their own books. Children are encouraged to want to read when they are read to, taught how to handle books, and asked to respond to stories. Children show interest in books and in reading by:

Head Start Performance Standards

H.S.13: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

- recognizing specific books by their covers;
- looking at books in an orderly fashion, turning one page at a time, going from front to back;
- pretending to read by pointing to words with one finger as they recite the text;
- listening or attending to a story without becoming distracted;
- asking questions about the details of a story just heard;
- improvising dialogue for the re-enactment of a story in the dramatic play area;
- asking to have a favorite book read during choice time;
- creating voices for characters in books;
- "reading" an unfamiliar book by looking at the pictures and guessing what the story might be about.

2. Shows beginning understanding of concepts about print.

Four-year-olds are beginning to learn how print works. They understand that speech can be written down and then read, and that the print on a page conveys the story. They have some awareness that reading is done from top to bottom and left to right, and are beginning to acquire the concept of "a word." Four-year-olds understand that print takes different forms (for example, grocery lists, signs, stories) and that it can be read for enjoyment as well as for informational purposes.

Children demonstrate a growing understanding of print by:

- protesting when a different version of a familiar story is read because they know that the words in a storybook do not change;
- asking the teacher for help in making a sign for the dramatic play area that says "Doctor's Office" or "Clinic";
- pointing to words using a left to right progression when "reading" picture books;
- writing a series of scribbles separated by spaces under a drawing of a truck;
- checking the classroom job chart to find out whose job it is to feed the gerbil;
- recognizing some letters, especially those in their own names;
- labeling signs in their environment such as the "Exit" sign over the door;
- pointing to letters in a book that also appear in their names.

3. Demonstrates phonological awareness.

Phonological awareness refers to the ability to hear and discriminate the sounds of language. Four-year-olds can attend to and distinguish the smaller units of sound within words with teacher support. They can begin to hear and discriminate syllables, the beginning sounds of words, and rhyming sounds, prerequisite skills for being able to decode words when reading. Children show

developing phonological awareness by:

- listening to the word the teacher says and then finding a word to rhyme with it;
- hearing the sound of the first letter in their own names and using this ability to sound out or "read" classmates' names that begin with the same letter;
- experimenting with words, giving them new beginning sounds;
- clapping out the number of syllables in their names;
- saying the sound of a letter when they see it in a new word because they recognize it from a familiar word (for example, the "s" sound in "stop");
- hearing rhyming sounds, and creating rhyming words and nonsense words, such as "funny, bunny, runny, tunny, sunny";
- chanting familiar rhymes with classmates during circle time or as they play.

4. Begins to develop knowledge about letters.

As 4-year-olds are exposed to books and other forms of writing, their interest in letters increases. Although they initially feel that they "own" letters ("that's my 'S'") or confuse letters with numerals and other symbols, they soon realize that letters are the building blocks of words. With continued adult guidance, they can learn the names of letters, identify some letters in varied contexts, and match a few sounds with letters. They show increasing knowledge about letters by:

- differentiating and correctly identifying some letters by their shapes;
- recognizing letters in a specific context only (for example, labeling the "K" in Kmart, but not the "K" in Kathy);
- guessing a word by recognizing its initial letter ("reads" all words beginning with "s" as "stop");
- announcing, "My name and Tonya's name start with the letter 'T'!";
- identifying uppercase letters as they sing the alphabet song;
- naming the letters in their first names as they attempt to write their names.

5. Comprehends and responds to stories read aloud.

As 4-year-olds become involved with familiar stories, their comprehension grows. They begin retelling stories in a variety of ways (looking at the pictures and making up the text, acting out part of the story in dramatic play, or telling the story using a flannel board) and asking why things happened as they did. With teacher guidance, they can begin to guess or make predictions about what will happen next and to connect the story to their own experiences. Four-year-olds show their comprehension of stories by:

- acting out a familiar story with their classmates;
- asking questions and making comments about a story;
- retelling the main events of a story just read or told

Head Start Performance Standards

H.S.13: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

by the teacher;

- telling about when the family car was towed after hearing a story about a tow truck;
- guessing what will happen next by looking at the picture on the following page;
- commenting on the actions described in a story (guessing why the monkeys threw down the caps from the tree in *Caps for Sale*);
- "reading," using visual cues to remember the words of their favorite stories;
- making up original or creative endings for stories.

D. WRITING

1. Represents ideas and stories through pictures, dictation, and play. H.S.13

Four-year-olds continue to investigate how symbols can stand for or represent other things. Before they can learn to write, children must first realize that letters and words are symbols which represent spoken words and stories. They know that labels on toy shelves tell where to put the toys, that the print in books tells the teacher what to read, and that their own drawings can represent their feelings, ideas, and experiences. They continue to gain experience with representation by:

- retelling the story *Caps for Sale* using cutouts of colored hat shapes;
- pretending to be a doctor in the dramatic play area and "writing" on a patient's chart;
- dictating a story about a picture and asking the teacher to write it down;
- building a block structure to represent the fire station in a story and asking the teacher for help writing "Fire Station";
- drawing a monster shape to go along with *There's a Monster in my Closet*;
- drawing lots of colored circles with chalk and telling a friend that all the circles are bubbles like the ones they made at the water table;
- dramatizing familiar stories, such as *Three Little Pigs* or *Brown Bear, Brown Bear*;
- using flannel board cutouts to retell a story.

2. Uses letter-like shapes, symbols, and letters to convey meaning.

As children observe the teacher making lists and putting names on art work, they often want to write for themselves. Position of letters on the paper, actual formation of the letters, and correct order are not yet part of most 4-year-olds' repertoires. Many children become interested in writing their names and perhaps a few other significant words, while others will continue to ask for words to be written for them. Children's efforts to write at this age include:

- making rows of squiggles and shapes on a paper and calling it writing;
- labeling a drawing with several randomly placed

letter-like shapes;
- writing their own names from memory on their art work;
- spontaneously writing uppercase letters they know;
- copying letters from signs and labels posted around the room, enjoying the power of doing "real writing";
- making shopping lists consisting of pictures, scribbles, and letter-like shapes in the dramatic play area before going to the grocery store;
- beginning to write several letters correctly;
- asking the teacher to write a word or specific letters so they can copy these examples.

3. Understands purposes for writing.

Although 4-year-olds do not write conventionally, their understanding of the power of writing is growing. Through repeated exposure to different types of writing and environmental print, they learn that writing can fulfill many different functions (for example, telling stories, conveying messages in a letter, describing the directions for a game) and that writing can be read for enjoyment as well as for information. Examples include:

- pretending to use a telephone book in the dramatic play area to find the phone number of a friend, then writing some numerals on a note pad;
- using letter stamps to represent words and then "reading" the message or story to another person;
- asking the teacher for help creating signs for the dramatic play area, such as "Hospital" or "Stay out";
- making grocery lists by writing lines across a note pad and taking the lists to the shopping center in the dramatic play area;
- drawing lines and squiggles across a page and asking the teacher to "Mail this letter to my friend Aisha.";
- writing orders in a restaurant created in the dramatic play area.

A. LISTENING

1. Listens for meaning in discussions and conversations. (LA.A.2.1) *15

Young children are actively involved in learning about their world by watching and listening. At 5 years, children can listen for meaning in such different situations as one-on-one conversations with children or adults, small and large group activities, story times, and videos. They demonstrate their attentiveness through body language, eye contact, and active participation. They show their understanding by asking questions, making comments relevant to the topic, and reacting appropriately to what is heard. Children demonstrate their listening skills by:

- using information from a story about transportation to create a city in the block area;
- asking a question to clarify their understanding of a video about bears;
- recognizing the intent behind the words of peers, such as an apology given for causing an accident;
- showing understanding during a group discussion through body language (leaning forward) or facial expressions (a frown or a smile);
- understanding the message or story expressed in a book, audiotape, or CD-ROM video.

2. Follows directions that involve a series of actions. (LA.C.1.1) *12

Five-year-olds can follow 3-step directions immediately after they hear them, but sometimes forget instructions over time or become distracted before they can complete a longer series of actions. The ability to focus and remember is important for school success. Children demonstrate their growing ability to follow directions by:

- understanding teacher directions given to the class without needing to ask the teacher to repeat what to do;
- leaving the classroom earlier than other children to deliver a message to the school secretary and then meeting the class at the door to the playground;
- remembering instructions given earlier (for example, remembering to go to the circle area after snack today rather than to the usual quiet reading area);
- relating a set of instructions to a classmate;
- following a set of instructions without reminders (for example, going out to recess without forgetting any steps in the routine).

B. SPEAKING

1. Speaks clearly and conveys ideas effectively. (LA.C.3.1) *10

At 5, most children's speech is easily understood by listeners. During kindergarten, children begin to understand how to express their ideas coherently in group discussions as well as in one-to-one conversations.

* **Statutory Checklist Items:**
10. The child's verbal communication skills.
12. The child's following of verbal directions.
15. The child's paying attention to stories.

Sunshine State Standards Alignment
LA.A.2.1
The student constructs meaning from a wide range of texts.
LA.C.1.1
The student uses listening strategies effectively.
LA.C.3.1
The student uses speaking strategies effectively.

They speak loudly enough to be heard by their listeners. Their sentences become longer and more complex as their language becomes richer and more detailed. Children show emergent skills in this area by:

- retelling the morning events in more than short phrases;
- initiating conversations with peers about what they did over the weekend;
- participating actively in discussions at circle time;
- asking "how" and "why" questions in sentence form rather than by using only a word or 2;
- participating in conversations around the snack table or on the playground, speaking loudly enough to be heard by the group;
- relaying a message from the teacher to the school nurse.

2. Uses expanded vocabulary and language for a variety of purposes. (LA.D.2.1) *14

During kindergarten, children's expanding vocabularies provide them with a larger knowledge base that will assist them as they begin to read. They are acquiring words to name or describe many different things, and they are refining their social use of language by initiating conversations, taking turns in group discussions, and asking questions and making comments related to topics being discussed. Five-year-olds continue to use language for many purposes, such as playing with the sounds of language, reciting poems and rhymes, giving directions, explaining events, describing objects, and asking questions. Examples include:

- trying out a new word learned at morning circle later in the day while playing in the block area;
- wondering what the word "environment" means and discussing possible definitions within the context of a book;
- telling a joke to a friend or making up new jokes, such as a "Knock-Knock" joke;
- asking questions relevant to an event reported by another child;
- noticing a word they don't understand when listening to a story and guessing what the word means from how it is used;
- making up lists of rhyming words, including invented words;
- explaining the use of cultural expressions to classmates;
- waiting their turn before talking about their favorite movie;
- initiating a conversation with a visitor to the classroom.

C. LITERATURE AND READING

1. Shows interest in and demonstrates knowledge about books and reading. (LA.E.1.1) *14

Children enter school with varying levels of experience with and interest in books and reading. Through repeated exposure to literature, kindergarten children can be expected to understand that authors write books, illustrators draw pictures, and books convey

* **Statutory Checklist Items:**
14. The child's interest in books and other printed materials.

Sunshine State Standards Alignment
LA.D.2.1
The student understands the power of language.
LA.E.1.1
The student understands the common features of a variety of literary forms.

information or stories. Five-year-olds can listen attentively to stories, and develop preferences for books by certain authors or topics of special interest. Examples of their interest and knowledge include:

- during free play, choosing to listen to an audiotape of the story that the teacher read during group time;
- listening attentively to a story and telling why they liked that story;
- using books to find out about road-building machinery or to locate the name of a particular dinosaur;
- noticing that the book they are looking at has the same kind of drawings as a Richard Scarry book they have at home;
- joining group story time with anticipation and pleasure;
- pretending to read a book using pictures or memory as cues;
- drawing a picture of a "Wild Thing" during choice time and trying to make it look like the one in the book.

2. Shows some understanding of concepts about print. (LA.E.1.1) *14

Five-year-olds are beginning to understand how print is organized and read. They realize that print conveys meaning, spoken language can be written down and read, and certain words are always written the same way. They begin to notice spaces between words, distinguish letters from drawings and numerals, recognize different types of text (storybooks, poems, newspapers, grocery lists, signs, letters, labels), label the parts of a book (front cover, title page, back cover), and track print from left to right and top to bottom, pointing to the words as they are read. Examples include:

- telling the teacher a story and asking her to write it down for them;
- "writing" a story from left to right using letter strings;
- listening to an audiotape and following along in the book, turning the pages at the correct time;
- finding the front of the book, turning to the first page of text before they begin reading, pointing to where the teacher should begin reading, and then turning the pages one by one;
- checking the classroom job chart to find out whose job it is to wash the tables after snack;
- sweeping a finger from left to right across print on a page as they "read" a favorite story from memory;
- asking whether they are the "author" of the story they dictated to the teacher;
- bringing game directions to the teacher to ask her to explain how to play the game.

3. Begins to demonstrate phonemic awareness. (LA.A.1.1) *17

For children to become fluent readers, they must be able to hear the smallest units of sound within words (phonemes) and to focus on these sounds separate from the meaning of the word. With frequent demonstrations by the teacher, children recognize and produce rhyming words, identify beginning and ending

***Statutory Checklist Items:**

14. The child's interest in books and other printed materials.
17. The child's ability to identify colors, geometric shapes, letters of the alphabet, numbers, and spatial and temporal relationships.

Sunshine State Standards Alignment

LA.E.1.1
The student understands the common features of a variety of literary forms.
LA.A.1.1
The student uses the reading process effectively.

sounds, and begin to discriminate the smaller parts of words, first distinguishing syllables and, later, phonemes within syllables. Examples include:

- announcing that Marc's and Matt's names begin with the same sound as Mike's name;
- identifying two words that rhyme, given a series of three words;
- knowing that words are made up of sounds and being able to identify the smallest units of sound (phonemes) in a word (for example, "cat" has three phonemes: /c/ /a/ /t/);
- naming the word left when you take away the /b/ from "bat";
- sorting pictures of objects into two groups based on their beginning sounds;
- generating single-syllable words that rhyme while playing a rhyming game during snack;
- commenting that "table" and "carrot" have two parts (syllables), but "book" has only one;
- recognizing that some words end with the same sound (for example, stating that "tan" ends like "man").

4. Knows letters, sounds, and how they form words. (LA.A.1.1) *17

By the end of kindergarten, children acquire knowledge about the systematic relationship between letters and sounds. They understand that a group of letters represents a sequence of sounds that combine to form a word (the alphabetic principle). Kindergartners can identify and name uppercase and lowercase letters, understand that letters stand for sounds, and associate the correct sound with many letters. They begin to sound out simple words and can develop a limited sight vocabulary. Five-year-olds demonstrate these skills by:

- picking out their names on classroom lists and beginning to recognize their friends' names;
- occasionally sounding out simple words as they write in journals or make captions for pictures;
- pointing out the letter "k" in the sign for the kitchen;
- recognizing familiar words on the cover of a favorite book;
- developing a personal list of words they are able to recognize on sight;
- attempting to write a friend's name by writing "Ti" and then asking the teacher what letter makes the /m/ sound;
- beginning to "read" a favorite book using the pictures as cues and gradually recognizing words that are repeated in the text;
- recognizing the letters on a keyboard;
- using letter and picture cues to sound out simple words in familiar stories;
- beginning to recognize key words and symbols on the computer when playing games.

5. Comprehends and responds to fiction and informational text read aloud. (LA.E.2.1) *15

Kindergartners expand their vocabulary and general background knowledge as they listen to fiction and non-fiction texts read aloud. They demonstrate their

* **Statutory Checklist Items:**
15. The child's paying attention to stories.
17. The child's ability to identify colors, geometric shapes, letters of the alphabet, numbers, and spatial and temporal relationships.

Sunshine State Standards Alignment
LA.A.1.1
The student uses the reading process effectively.
LA.E.2.1
The student responds critically to fiction, nonfiction, poetry, and drama.

understanding of what they hear by answering questions about the text, predicting what will happen next using pictures and content for guides, and retelling information from a story in sequence, adding more details and story elements over time. After children comprehend a text, they begin to relate their own experiences to what they have read. Examples include:

- looking at pictures in a book and predicting what will happen next;
- participating with other children in a puppet show that dramatizes a story recently read to them;
- putting an earthworm back on the ground after showing it to the teacher and saying, "The book says to put it back where we found it so it won't die.";
- recalling events in a story and beginning to add ways in which the story relates to their own experiences;
- answering questions and adding their own comments about a story as it is being read;
- predicting what will happen to characters in a story based on the characters' actions thus far;
- guessing book or story content from the book's title and cover;
- retelling a story in sequential order (beginning, middle, and end);
- comparing books they are familiar with to a new story they are listening to;
- drawing or painting pictures about a character or event from one of their favorite stories;
- thinking about the intent of a character in a story (for example, why Horton sat on the egg).

D. WRITING

1. Represents stories through pictures, dictation, and play. (LA.B.1.1) *10

Many 5-year-olds understand that words represent things, ideas, and events, and that letters make up words. They enjoy telling and "writing" stories. Long before they use conventional forms of writing, they willingly describe their drawings, use drawings to tell stories with a beginning, middle and end, and represent stories as they play. They can focus on an idea for a story and make a simple plan for expressing it. Examples include:

- dramatizing a story about a mother and her children in the dramatic play area;
- dictating a story to the teacher about the class trip to the farm;
- sharing their drawing of a monster with a friend;
- building a city with small blocks and using pretend people to act out stories in the city;
- drawing the caterpillar from *The Very Hungry Caterpillar*, and adding more details after talking about it with their teacher.

2. Uses letter-like shapes, symbols, letters, and words to convey meaning. (LA.B.2.1) *17

As children begin to understand that writing

***Statutory Checklist Items:**
10. The child's verbal communication skills.
17. The child's ability to identify colors, geometric shapes, letters of the alphabet, numbers, and spatial and temporal relationships.

Sunshine State Standards Alignment
LA.B.1.1
The student uses the writing processes effectively.
LA.B.2.1
The student writes to communicate ideas and information effectively.

communicates a message, they become motivated to produce words, even if they do not possess conventional writing and spelling skills. They begin by using drawings to convey ideas, adding letters or words randomly. With experience, they begin to form words by using letters from their names, copying words, approaching others for help, sounding out words using letter-sound associations, and using invented or temporary spelling. By the end of kindergarten, many children can write most upper- and lowercase letters and know the conventional spelling for some words. Examples include:

- making marks that resemble letters, starting at the top left of the paper and moving from left to right and top to bottom;
- writing labels, notes, and captions for illustrations;
- drawing a picture of a computer in their journal and using invented spelling to write "I LK CMPTRS";
- using invented spelling to form words with initial and final consonants;
- keeping a list of the words they know how to spell;
- checking the label in the block area to see how to write the word "block" in their journals;
- spontaneously writing the alphabet and showing it to the teacher saying, "See, here are my letters.";
- sounding out a word to write in their journals with the teacher's help;
- writing their name on their artwork.

3. Understands purposes for writing. (LA.B.2.1)

Children begin to understand the power of written words when they see that messages, such as "Please Leave Standing" on a sign in front of a block structure, have an impact. Over time, they recognize that there are different types of writing (stories, signs, letters, lists) with different purposes. Children's understanding of writing as a symbolic form of communication that conveys messages motivates them to write on their own. Children exhibit this understanding by:

- realizing that a caption created for a picture or painting can tell a story about the image;
- making a sign, such as "Hospital" or "Shoe Store" for the dramatic play area;
- copying words to convey messages (for example, "Stop" or "Go");
- recognizing that putting their names on a product signifies that it was done by them;
- making lists of "things I like to do" or "favorite songs";
- copying a note to take home;
- asking about the various signs used in the classroom (the "Exit" sign or the word "fish" on the fish tank).

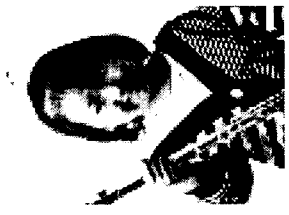
* **Statutory Checklist Items:**

17. The child's ability to identify colors, geometric shapes, letters of the alphabet, numbers, and spatial and temporal relationships.

Sunshine State Standards Alignment

LA.B.2.1

The student writes to communicate ideas and information effectively.



Note: This domain encompasses a variety of ways that children think about and understand the world around them. It addresses competencies related to the areas of mathematical thinking, scientific thinking, and social thinking. In addition, children's approaches to the arts are addressed in this domain.

SUBDOMAIN V.A.: MATHEMATICAL THINKING

A. MATHEMATICAL PROCESSES

1. Shows interest in solving mathematical problems. H.S.13

Three-year-olds are drawn into the world of mathematics in many ways. They observe people counting money, measuring things, and talking about two shoes and two eyes. Adults frequently ask them how old they are. Three-year-olds show their beginning understanding of mathematical thinking by:

- talking about who has more cookies or more play dough;
- sorting the counting bears by color;
- deciding that square blocks belong in the empty space on the block shelf because their shape matches the picture;
- responding to questions about the number of eyes, ears, or hands they have;
- noticing a pattern on another child's jacket or around a bulletin board;
- holding up three fingers when asked how old they are;
- using number words in their play;
- drawing many circles and talking about them;
- talking about "lots and lots—millions—of people at the store today";
- working on a shape puzzle.

B. PATTERNS, RELATIONSHIPS, AND FUNCTIONS

1. Sorts objects into subgroups that vary by one attribute. H.S.13

Three-year-olds are intrigued and fascinated with their emerging ability to order their environment. As they begin to see how objects can be grouped together by single attributes or characteristics, they gain a sense of control in a new arena. They show their ability to construct order by:

- looking at the children at the table and sorting them ("Some of these people are boys and some of these people are girls.");
- picking out all the red crayons from the box and announcing, "This is how many red crayons we have.";
- selecting all the big buttons and putting them in one box, then picking out all the small buttons and putting them in another box;
- putting the plastic food in a cupboard and the dress-up clothes on hooks in the dramatic play area;
- noticing a common attribute and commenting on it ("These are all round.").

Head Start Performance Standards

H.S.13: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

C. NUMBER CONCEPT AND OPERATIONS

1. Shows curiosity and interest in counting and numbers. H.S.13

Most 3-year-olds are interested in numbers and counting. They may ask, "How many?" and begin to say numbers in order, counting verbally up to 3, 6, or even 10 with help. They can count small sets of one, two, or three objects with one-to-one correspondence. Most 3-year-olds can identify a group of one, two, or three objects without counting, visually recognize whether two sets have the same or one has more, and make sets of up to three items. Examples include:

- following directions for getting "just two jars of paint" for the easel;
- recognizing that they have the same number of cars as a friend does;
- counting out loud to themselves while occupied at an activity;
- commenting that there are two cookies left on the plate without counting;
- being actively involved in reading a counting book;
- commenting that everyone at snack has two crackers and one cup of juice;
- singing counting songs and enjoying fingerplays about counting.

D. GEOMETRY AND SPATIAL RELATIONS

1. Identifies several shapes. H.S.13

Three-year-olds become aware of shapes in their world when they are taught to identify geometric shapes that have been labeled by the teacher. Although they focus initially on circles, they can be expected to match and identify squares and triangles as well. They begin to look at common objects with a new focus and gain mastery when encouraged to observe, explore, and name various shapes. They demonstrate this new skill by:

- becoming excited when they see letters on a page and can recognize that this one is a circle and that one looks like a cross;
- matching paper circles and triangles on the collage table with other circles and triangles;
- cleaning up the wooden blocks and placing them on the correct shelf by matching the shape of the block to the paper shape on the shelf;
- pointing to all the objects in the room that look like circles;
- beginning to identify and label shapes in their environment;
- making symmetrical designs with shape blocks.

2. Shows understanding of several positional words.

Three-year-olds tend to describe things in relation to their own position in space, but show understanding of common positional words when asked to place objects

Head Start Performance Standards

H.S.13: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

on top of or below something, or when asked to point to the bottom, or to indicate up and down. They can understand such positional words as "over," "under," "above," "on," and "next to." They show awareness of position by:

- putting their hands over their heads in response to a recorded movement song;
- finding the scotch tape when told it is on the art shelf next to the paper;
- noticing that they are standing in front of a classmate in a line or beside a classmate in the circle;
- correctly using positional words as they work, play, and perform routine tasks;
- placing their leg braces next to their mats at rest time when the teacher asks them to do so;
- commenting that the farm animal is on or in the box.

E. MEASUREMENT

1. Shows understanding of some comparative words. H.S.13

Words describing size are used frequently in everyday conversation (for example, "big," "little," "tall," "short," "long"). Three-year-olds are beginning to experiment with measurement concepts when they describe people and objects by:

- observing that the shell on the science table is very big;
- standing next to a classmate and observing that he is "taller than me";
- making a line of blocks and commenting that this road is "the longest one in the world";
- using measurement words when describing things to peers or the teacher (for example, talking about how long the bead necklace is, or announcing, "My block building is the biggest.").

2. Participates in measuring activities.

Three-year-olds enjoy using cups and measuring spoons in the dramatic play corner and are just beginning to understand the teacher's use of measuring cups for a cooking project. Children this age show awareness of measuring activities by:

- making sure that only one pinch of food goes into the fish tank;
- filling the big bottle in the water table with many small cups of water;
- pretending to measure the length of a road of blocks with a tape measure;
- finding the cup, and with the teacher's help, measuring one cup of flour for the play dough recipe;
- playing with a balance scale, pretending to weigh their dolls on a human scale, or using measuring cups and spoons at the sand table.

Head Start Performance Standards

H.S.13: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

SUBDOMAIN V.B.: SCIENTIFIC THINKING

A. INQUIRY

1. Uses senses to observe and explore classroom materials and natural phenomena. H.S.13

Three-year-olds are very curious. They naturally explore and study most common objects and living things. They will study an ant crawling on the sidewalk or an interesting twig they find lying on the ground. They are more apt to express their wonder about the world by commenting about their observations than by asking meaningful questions. Examples include:

- looking at pine cones and pointing out every detail they see or feel (such as the points and the sticky stuff);
- listening to the call of a bird and asking a friend or teacher to listen as well;
- noticing a bulb stalk grow taller each day, and wondering what the "fat ball" on top will become;
- trying to guess the identity of objects from their smell;
- observing the gerbil and saying how funny his mouth looks when he eats;
- wondering where bubbles come from when water is shaken in a plastic jar or tube;
- listening to an audio tape of sounds and guessing what the sounds are (for example, running water or an airplane);
- touching wet sand and commenting on how cold it feels.

2. Begins to use simple tools and equipment for investigation.

Three-year-olds do not have much experience focusing on specific characteristics of objects. Tools (magnifiers, lenses, and eyedroppers) can help them attend to a particular object or specific aspects of an object. Children need time to manipulate tools before they are taught how to use them. Examples of children using tools for investigation include:

- looking at a variety of objects through a large magnifying glass embedded in a tripod;
- using an egg beater to whip up bubbles in the water table;
- looking at various objects through a hand lens;
- using an eyedropper to drop food coloring into water;
- pumping water out of a liquid soap container or a baster;
- repeatedly making a water wheel spin around at the water table.

3. Makes comparisons among objects.

Three-year-olds enjoy calling attention to details and exploring, with adult support, the ways in which things are alike or different. They comment on what they see, but need to be given words to describe more accurately what they are observing. Examples include:

Head Start Performance Standards

H.S.13: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

- examining a shell collection and responding to requests such as, "Find some more pink ones." or "Show me a shell that isn't smooth.";
- looking at pictures of bugs in a book and observing that some of them have wings and some of them do not;
- floating and sinking various objects in the water table;
- observing differences among the birds in the yard or at the feeder;
- telling whether the sounds made by rhythm instruments are the same or different.

SUBDOMAIN V.C.: SOCIAL STUDIES

A. PEOPLE, PAST AND PRESENT

1. Begins to recognize own physical characteristics and those of others. H.S.13

For 3-year-olds, understanding culture begins with understanding themselves and their families. Three-year-olds combine their developing expertise in language with observations of themselves and those around them. They begin to identify their own physical attributes and point out—often in loud, clear language—the attributes of others. Children show growing awareness by:

- talking about details of similarity and difference, such as hair color and style;
- naming all the girls in the class, and adding, "and I'm one, too";
- imitating a deaf child's sign language and actually learning some signs;
- discussing food preferences with other children;
- asking about the different words Chinese- or Spanish-speaking classmates use when describing stories or events;
- noticing common physical attributes, such as two eyes, one nose, and two ears;
- announcing that they are girls, "and Kevin and Isaiah are boys."

B. HUMAN INTERDEPENDENCE

1. Begins to understand family structures and roles. H.S.11

As 3-year-olds engage in role-playing, they come to understand their own life experiences and learn about the roles of their family members. This understanding develops through concrete exploration during dramatic play, informal conversations, and "trying things out." Examples of how they explore roles include:

- pretending to nurture a doll by feeding and talking to it;
- adopting the roles of different family members when playing with other children in the dramatic play area;
- telling someone about a family routine, such as

Head Start Performance Standards

H.S.13: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

H.S.11: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(3)(i)(A)-(E)(ii)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

saying, "My uncle takes me for walks after supper.";
- telling a classmate, "My big sister reads to me," and being amazed that the classmate does not have an older sister, but that the baby sitter reads stories to him instead;
- bringing in a family photo and "introducing" each family member to the class.

2. Describes some jobs that people do.

Employment is still a rather abstract idea for most 3-year-olds, as are the roles adult family members fill in their workplaces. They may be able to name a parent's job (nurse, plumber, farmer), but may not know what parents actually do at those jobs. However, visiting a grocery store, going to the library, or watching a bridge repair crew at work help 3-year-olds learn about the world of work. Children show their growing awareness of their community by:

- pretending to be a grocery store clerk in dramatic play;
- requesting a hard hat so that they can "fix" the pretend road made of blocks;
- looking at the picture book about someone going to the shoe store or the bakery;
- describing a visit to a parent's workplace;
- grabbing a briefcase in dramatic play and saying, "Goodbye. I'm going to work," then simply wandering around the classroom.

Head Start Performance Standards

H.S.11: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(3)(i)(A)-(E)(ii)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

C. CITIZENSHIP AND GOVERNMENT

1. Shows awareness of group rules. H.S.11

At 3, children are beginning to learn about how to behave in groups. They do not yet understand the reasons for rules. Although they might be able to repeat rules, they cannot follow them consistently without adult help. Showing a beginning awareness of rules includes:

- chanting that it's time to clean up while continuing to play;
- riding a tricycle only in the specified area of the playground;
- waiting patiently with coat and hat on because the rule is that everyone needs to be ready before anyone goes outside;
- participating in word and song games that have rules (for example, *Ring Around the Rosie*);
- verbalizing that there is no hitting other people in this classroom because hitting hurts;
- participating actively in class clean-up time.

D. PEOPLE AND WHERE THEY LIVE

1. Shows beginning awareness of their environment. H.S.11

Three-year-olds show awareness of their environment by first noticing features of their homes and other familiar places. Over time, their curiosity about place extends to their neighborhoods. They comment on

changes and inquire about unfamiliar items. With guided observations from adults, 3-year-olds can become aware that sometimes people do things that affect the environment in a negative way. Leaving too many toys on the rug, for example, makes it difficult to have circle time. These preschoolers show their awareness of the environment by:

- helping to bring in playground toys so they will not get wet if it rains;
- explaining to a classmate, "We have to pick up the paper from the floor and throw it in the trash basket.";
- telling the teacher about the water flowing over the road on the way to school;
- helping to wipe off the table after a painting project "to make it all clean";
- discussing ways their families help keep their neighborhood clean or safe;
- helping to take cans, bottles, and paper to the recycling center.

Head Start Performance Standards

H.S.13: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

SUBDOMAIN V.D.: THE ARTS

A. EXPRESSION AND REPRESENTATION

1. Uses a variety of art materials for tactile experience and exploration. H.S.13

Three-year-olds enjoy the flexibility and control that comes with using the wide range of art materials available in the classroom. Many children like being "messy" in a controlled situation, while others work hard to keep clean. At this age, their motivations are exploration, pleasure, and discovery, not the end products that might result from their efforts. Examples of their efforts include:

- trying one medium many times in order to experience its properties in depth (such as painting at the easel several days in a row, using several colors, or covering the whole paper with paint);
- constructing a flat structure with unit blocks, randomly exchanging pieces until they feel satisfied;
- punching, patting, rolling, squishing, and flattening play dough;
- using a variety of drawing materials, such as markers, pencils, chalk, and crayons;
- messing about with finger paint or colored shaving cream, making many different swirls and dabs;
- dribbling glue on the paper, and watching it drip, flow, and spread out.

2. Participates in group music experiences.

Three-year-olds eagerly participate in large and small group music activities. They can carry a simple tune and remember some words to songs and finger plays. They can participate in rhythm bands, but have trouble integrating several

activities at once, such as singing and playing a rhythm instrument simultaneously. Their participation includes:

- joining in songs during circle time, engaging in a song's hand motions, and remembering the words to an oft-repeated song;
- suggesting words for open-ended songs, such as *Aiken Drum*, or suggesting animals for *Old MacDonald*;
- galloping or marching in time to the music, slowing down or speeding up when the rhythm changes;
- asking to sing a particular song at circle time;
- trying different ways to make sounds with triangles or cymbals;
- using rhythm sticks, drums, or tambourines in time to the music.

3. Participates in creative movement, dance, and drama.

Three-year-olds enjoy moving, playing, and creating with their bodies. They are ready to use dance and other movement to express feelings that would be difficult for them to express verbally. They experiment with creative ways to move and take on roles that enable them to act out very simple stories. Examples include:

- crawling, "flying," walking on tip toe, or performing almost any other imaginative movement in response to music;
- acting out how they fell off the tricycle while going very fast around a corner on the playground;
- using scarves in a free movement, floating them overhead or twirling them around;
- galloping, twirling, bending, and stretching to music;
- imitating animals such as butterflies or elephants;
- responding with bodily, facial, and arm movements to the moods and rhythms of different types of music.

B. UNDERSTANDING AND APPRECIATION

1. Responds to artistic creations or events. H.S.11

Three-year-olds begin to appreciate the artistic expressions of other people, although this often requires modeling and encouragement from adults. They may watch other children creating or may attend a short children's theater or musical presentation. They show their emerging appreciation by:

- copying the dance steps of a classmate during creative movement;
- humming or moving to the rhythm of recorded music played during a quiet time;
- listening attentively at a children's concert;
- watching as classmates enact a short story or poem;
- copying the play dough cake a classmate made;
- showing sustained interest in a presentation by a puppeteer or actor.

Head Start Performance Standards

H.S.11: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(3)(i)(A)-(E)(ii)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

Note: This domain encompasses a variety of ways that children think about and understand the world around them. It addresses competencies related to the areas of mathematical thinking, scientific thinking, and social thinking. In addition, children's approaches to the arts are addressed in this domain.

SUBDOMAIN V.A.: MATHEMATICAL THINKING

A. MATHEMATICAL PROCESSES

1. Begins to use simple strategies to solve mathematical problems. H.S.13

Four-year-olds encounter real life mathematical problems throughout the day: How many cartons of milk do we need for snack? How can I fit these boxes together? How many days until we go to the zoo? With guidance, and in a classroom environment that supports asking questions, preschoolers can begin to solve simple mathematical problems in concrete ways, and offer basic explanations for their solutions. Examples include:

- asking a friend if there are "more people in your house or in mine?";
- trying to find a way to keep building a house with blocks, even though the long rectangular blocks have all been used;
- asking a friend for a particular pattern block to complete a design;
- figuring out how many small cups it takes to fill the pitcher at the water table;
- wondering aloud how they can make their balls of play dough into a snake as long as the teacher's;
- deciding who is older if one child is 4 and another is 4½;
- guessing that there are enough cups for everyone;
- making a pattern of colored lines–red, yellow, red, yellow–at the art table.

B. PATTERNS, RELATIONSHIPS, AND FUNCTIONS

1. Sorts objects into subgroups that vary by one or two attributes. H.S.13

Children this age enjoy sorting and classifying because these activities help them gain control of their world by ordering it. After learning to sort objects by one attribute, some 4-year-olds begin to sort by two attributes (for example, putting all the big circles here, the big triangles there, and the small circles here). Sorting and classifying introduce children to the order of mathematical thinking. As they play, children show their emerging understanding of order by:

- sorting the pegs according to color;
- sorting all the Lotto cards into piles of people and piles of animals;
- putting all the markers in one box and all the pencils in another box;
- sorting the buttons, beads, or pegs into egg cartons, with each compartment holding a different color or size;
- describing a group of objects according to a

Head Start Performance Standards

H.S.13: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

common attribute;
- sorting pattern blocks according to shape and color.

2. Recognizes simple patterns and duplicates them.

Like sorting and classifying, recognizing and creating patterns also introduce children to the concept of order in the world. Four-year-olds' natural curiosity can be directed toward recognition of patterns. They can copy simple patterns with sounds and objects. Children show their recognition of patterns by:

- copying a sound pattern of two claps and a pause, then one clap and a pause;
- seeing the "o x o x" shapes on a border and copying the pattern with crayons;
- drawing dots on a paper in a repeating pattern (for example, green, blue, green, blue);
- recognizing the pattern in a predictable book and saying the next line before turning the page;
- predicting the next item in a simple AB pattern;
- stringing beads in a repeating pattern according to color, shape, or size;
- commenting that several children are wearing red shirts;
- making a pattern while finger painting.

Head Start Performance Standards

H.S.13: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

C. NUMBER AND OPERATIONS

1. Shows beginning understanding of number and quantity. H.S.13

Four-year-olds can count 5 to 10 objects meaningfully using one-to-one correspondence, and some can count verbally up to 20 or 30. Most 4-year-olds understand that the last number named in the collection represents the last object as well as the total number of objects. They are just learning that the next number in the counting sequence is one more than the number just named and continue to explore the meaning of "more" and "less." Examples include:

- pointing to each object they count and assigning the appropriate number to it;
- recognizing that there are four blocks without counting them;
- commenting that there are more cars than tow trucks in the block area;
- telling a friend who is first in line, "I am second.";
- adding a friend's two yellow beads to their own two yellow beads and saying, "I have four beads.";
- filling in the next number when the teacher says "4, 5, 6, ...";
- counting footsteps, jumps, or repetitions of exercises;
- counting out six yellow trucks from the box of trucks;
- counting by rote as high as they can go.

D. GEOMETRY AND SPATIAL RELATIONS

1. Begins to recognize and describe the attributes of shapes. H.S.13

Four-year-olds begin to notice similarities and differences in the attributes of different shapes if attention is drawn to shapes in the classroom and environment. With encouragement, 4-year-olds can recognize different variations of shapes (for example, equilateral triangles and isosceles triangles are all triangles), identify particular shapes in different orientations as being the same shape, and label shapes and discuss their characteristics. Demonstrating familiarity with geometric shapes includes:

- pointing out a triangle and counting its sides;
- labeling shapes by their feel rather than visually (for example, identifying shape blocks in a "feely box");
- locating individual shapes in pictures composed of overlapping shapes;
- announcing that a shape on a poster looks like "a triangle with its head cut off";
- matching and sorting shapes;
- recognizing an isosceles triangle as a triangle even when it is shown without a horizontal base;
- finding all the triangles that are exactly the same size;
- copying a shape or series of shapes after seeing them for a few seconds;
- identifying and labeling shapes found in the environment;
- making pictures with cut-out shapes.

2. Shows understanding of and uses several positional words.

Four-year-olds continue to develop spatial sense, which is the awareness of themselves in relation to the people and objects around them. They acquire the vocabulary of position and begin to learn about direction, distance, and location. By age 4, children should understand a number of positional and directional words, such as "above," "below," "under," "beside," and "behind." They demonstrate this understanding by:

- knowing where to stand if asked to stand behind a classmate in the line;
- putting the bedroom dollhouse furniture in the same arrangement as the furniture in their apartments;
- using distance words like "near" and "far";
- verbalizing their positions as they work and play;
- going over to sit beside (or in front of) a classmate when asked to do so;
- placing felt cutouts of trees, a sandbox, swing, and slide to make a map of the playground;
- putting the ball under the chair when asked to do so;
- holding the flag above their heads;
- using positional words when building block structures, or in musical games.

Head Start Performance Standards

H.S.13: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

E. MEASUREMENT

1. Orders, compares, and describes objects according to a single attribute. H.S.13

Grouping things based on a single attribute that changes systematically (small to large, short to long, soft to loud) is called seriation. Ordering or seriation requires children to observe and distinguish slight differences among two or three objects. Four-year-olds begin to compare and seriate according to size, length, height, and weight as they explore the properties of things and decide which things are bigger, longer, shorter, or heavier. Demonstration of seriation and comparison skills includes:

- placing three crayons on the table, from the shortest to the longest, or the fattest to the thinnest;
- taking leaves brought in from a class walk and arranging them from biggest to smallest;
- noticing which children in the class are taller and which are shorter;
- "measuring" with a friend to find out who has the longer string of beads;
- figuring out with a classmate who has the bigger cookie;
- arranging four children in a line from shortest to tallest;
- using measurement words during the school day.

Head Start Performance Standards

H.S.13: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

2. Participates in measuring activities.

As 4-year-olds learn about their world, they begin to explore length, height, and weight, although understanding weight is still difficult for them. They have limited awareness of time, although many 4-year-olds recognize how events are sequenced (first we eat snack, then we have free time, then we go to the gym). Four-year-olds are curious and interested in the measuring tools that adults use and are eager to explore with them. Examples of measuring skills include:

- measuring the table with unit blocks, and noting that it is four blocks long;
- noting that they can fill the large bowl in the sand table with three small cups of sand;
- trying to balance the scale by putting various objects on each side;
- holding their hands about a foot apart to show how long their play dough snakes are;
- using measuring cups and spoons during a classroom cooking activity;
- using measuring tools at the workbench or water table;
- measuring the length of a block road or the height of a block tower;
- knowing that the bus driver will come to pick them up after they play outside;
- labeling times of the day as morning or night time.

SUBDOMAIN V.B.: SCIENTIFIC THINKING

A. INQUIRY

1. Asks questions and uses senses to observe and explore materials and natural phenomena. H.S.13

Exploration is the heart of the 4-year-old's world. Looking, touching, lifting, listening, and experimenting are all very natural at this age. They are just beginning to articulate their observations about the world in an organized way. In the course of play, children's experiences lead them to raise such questions as, "What will happen if...?" With teacher guidance, children can be led to answer questions through further observation, making charts, or otherwise organizing observations into information that helps them understand their explorations. Examples include:

- exploring at the water or sand table, letting the sand or water run through their fingers, commenting on the way it feels, and noting how fast or slow it flows;
- observing ice cubes or snow at room temperature to see what happens;
- listening to sounds from outside and identifying the sources (for example, "That's a truck, that's an airplane, that's a dog barking.");
- taking apart a flashlight to see what is inside;
- wondering where frost comes from that appears on windows after cold nights;
- expressing awe and asking, "Why?" when the cream they shook in a jar turns into butter;
- testing magnetism by touching many different objects with a magnet;
- mixing colors (paints, markers, food coloring in water) to see what happens;
- making sounds by blowing into cardboard tubes of different lengths;
- trying to make the water table wheel move by pouring water on it;
- observing various things or processes and guessing the answers to "why" and "what" questions.

2. Uses simple tools and equipment for investigation.

Four-year-olds are just beginning to plan their investigations. They enjoy using tools that help them focus on an object and define the characteristics they are trying to describe. Children show interest in using tools for scientific investigation by:

- trying to sift a variety of materials through a sieve to see what will go through and what will not;
- using a hand lens to look at ridges on an earthworm;
- using an eyedropper to drop color in glasses of water;
- getting a better look at a bird at the birdfeeder with binoculars;
- observing objects through a hand lens and then through a simple microscope;
- using a wire whisk to whip up bubbles in a bowl.

Head Start Performance Standards

H.S.13: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

3. Makes comparisons among objects.

Four-year-olds readily make comparisons about observed objects when encouraged and guided. They become enthusiastic about different kinds of paw prints in the snow or differences in footprints in the sand. They enjoy finding things that are the same or different. Their "comparative statements" represent how very young children begin to draw conclusions from observations. Children show this by:

- comparing the properties of objects that float in water with objects that sink;
- describing and comparing a variety of fabrics at the collage table such as satin, corduroy, felt, and taffeta;
- noting the difference in speed when a truck is pushed over tiles or rugs;
- collecting a variety of leaves on a walk in the fall, looking at them carefully, and describing differences in shape, edges, color, or size;
- comparing their handprints to those of their classmates;
- comparing the properties of objects such as shells, rocks, nests, or skeletons in the science center;
- pouring sand or water through tubes of varying diameters and comparing the time that it takes for the same amount to flow through each tube ("a real long time," "not so long").

Head Start Performance Standards

H.S.13: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

SUBDOMAIN V.C.: SOCIAL STUDIES

A. PEOPLE, PAST AND PRESENT

1. Identifies similarities and differences in personal and family characteristics. H.S.13

Four-year-olds notice similarities and differences among themselves and others. Initially they focus on physical characteristics and family habits. With teacher guidance, they begin to show awareness that people are members of different cultural groups that have different habits, traditions, and customs. Examples include:

- coloring or painting an outline of themselves (body tracing) with colors of clothing and hair and eyes that match their own;
- looking at each person's skin and exploring the different colors and shades of each;
- noticing that some people speak differently than others and helping the teacher make a chart showing names of objects in two or three different languages;
- noting, "Tasha's family is different because she has two brothers and I have two sisters.";
- talking about grandparents and discussing how they look different from children;
- enjoying different poems, songs, and stories about a variety of people.

B. HUMAN INTERDEPENDENCE

1. Begins to understand family needs, roles, and relationships. H.S.11

Four-year-olds are very interested in learning about family roles and relationships. Through dramatic play and conversation, they actively explore the jobs family members perform to meet the family's needs (working, preparing dinner, driving the car, taking care of children). When they realize that a classmate's family structure differs from theirs, they want to explore those differences. Examples include:

- role-playing a variety of family members in the dramatic play area using words and/or actions;
- talking with the teacher or each other about when their mommies or grandpas go to work and what they do there;
- bringing in props from family members' work, such as hard hats, briefcases, or guitars, and using them during dramatic play;
- contributing to a class chart that lists each child, their family members, and the jobs each person does to help the rest of the family (shopping, cooking, cleaning, reading bedtime stories, washing clothes, taking out the trash, etc.);
- asking questions about other families (for example, how they celebrate holidays, where they go to church, or who goes to work).

2. Describes some people's jobs and what is required to perform them.

In addition to understanding family roles, 4-year-olds are also interested in knowing more about the community members they encounter in their lives. With encouragement, they will expand their interest beyond firefighters and police officers to include storekeepers, postal workers, nurses, doctors, garbage collectors, road builders, and others. They can identify a variety of common jobs, give simple explanations about what workers do, and identify some tools used to perform specific jobs. Examples include:

- experimenting with a cash register, postal scale, stethoscope, or other occupational tools in dramatic play;
- acting out in dramatic play how the shoe salesperson helps you buy shoes;
- using the flannel board to recall a trip to an orange grove, and showing how oranges are picked and packed;
- looking at books to identify the various machines used for road construction;
- asking for props to role play a community worker (a firefighter's hat or a police officer's whistle and white gloves).

3. Begins to be aware of technology and how it affects life.

Surrounded by TVs, ovens, computers, planes, and

Head Start Performance Standards

H.S.11: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(3)(i)(A)-(E)(ii)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

automated machinery, 4-year-olds are aware of technology in their environment. As teachers talk with them, children can begin to appreciate that they would not know about events in other places without radios and TVs and could not talk to or visit distant relatives so easily without telephones, cars or planes. For 4-year-olds, examples of their awareness of technology include:

- using the tape player to listen to a story in the Listening Center;
- describing the nature program about giraffes in Africa that they watched on TV;
- sharing during circle time that "Grandma called from Puerto Rico to say happy birthday.";
- looking at X-rays in the dramatic play area brought in as a prop for the Dentist's Office or Hospital;
- exploring multimedia effects on the computer.

C. CITIZENSHIP AND GOVERNMENT

1. Demonstrates awareness of rules. H.S.11

Four-year-olds can be very strict about adhering to classroom rules. They like having clear rules and prefer that rules be followed. They can begin to understand, with guidance, why rules are important for cooperative living. They show an understanding of rules by:

- helping to make the rules for free choice (for example, only four people at the sand table) and beginning to understand why such rules are helpful;
- following rules on the playground, such as no bumping into people when you are on the tricycle or your "license" will be taken away;
- accepting that they have to wait before painting because the easels are full;
- explaining to a classmate why the hamster cannot be taken out of its cage;
- stating the "no hitting" rule;
- using a personal symbol or name tag to save a place at an interest area.

2. Shows awareness of what it means to be a leader.

The role of a leader is an abstract concept. At this age, many children are only able to address the concrete leadership roles they experience. This includes the teacher's role and, possibly, the principal's or director's role. Four-year-olds may also show some awareness of the leadership qualities that parents or caregivers exhibit. Children show their interest in leadership by:

- pretending to be the band director or conductor when playing with musical instruments;
- pretending to be the teacher during dramatic play;
- choosing a leader for the block building project and then talking about what this means as they work together;
- trying to figure out who is the "boss" of the firehouse or the police station after a visit;
- talking to the principal or the director about his or her job;

Head Start Performance Standards

H.S.11: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(3)(i)(A)-(E)(ii)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

Head Start Performance Standards

H.S.11: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(3)(i)(A)-(E)(ii)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

H.S.13: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

- showing some leadership qualities as they pretend to be parents or caretakers during dramatic play.

D. PEOPLE AND WHERE THEY LIVE

1. Describes the location of things in the environment. H.S.11

Understanding the concept of location provides the foundation for geographic thinking. Four-year-olds show they understand location by placing objects in specific positions in the surrounding environment or noticing how objects are spatially related to one another ("The yellow house is very far away."). They can become quite enthusiastic about matching objects to their usual geographic locations (a toaster in the kitchen, a bed in the bedroom, a tree in the park). Examples include:

- placing pictures of common household items in the proper rooms of a prepared house floor plan and explaining why they go there;
- using the teacher's clue that "The markers are below the pencils" to locate the markers on the shelf;
- talking about the stores they visit and what is in them;
- using a flannel board to show the order of stores on their main street;
- following a simple treasure hunt map within the classroom.

2. Shows awareness of the environment.

Interest in the environment is very concrete for 4-year-old children. Initially they notice major changes in their environment. With teacher support, they can begin to understand how people affect the environment by relating it to the classroom and to their own yards and neighborhoods. They show a growing understanding by:

- noticing new displays or materials in the classroom;
- sharing information about the progress of the road repairs they saw on their way to school;
- discussing reasons for not picking flowers on the walk they recently took;
- explaining to a classmate why a passageway must be kept uncluttered for visually and physically impaired classmates;
- discussing how the classroom would look if everyone dropped tissues on the floor or didn't wash the table after finger painting;
- talking about why it would be hard to play with the blocks if they were all over the classroom, rather than in one place.

SUBDOMAIN V.D.: THE ARTS

A. EXPRESSION AND REPRESENTATION

1. Uses a variety of art materials for tactile experience and exploration. H.S.13

Four-year-olds are very active, and can sustain attention to art activities for only limited periods of time. They

engage in the artistic process with great enthusiasm, but show little desire to produce a product. This enables them to explore various media with freedom. They demonstrate exploration by:

- trying a variety of materials and ways of using the materials (for example, using a big brush to paint broad strokes, single lines going this way and that, or combining colors);
- experimenting with play dough by rolling and patting it, cutting it with cookie cutters, sticking things into it, or sometimes making it into an object;
- drawing or otherwise creating backdrops for puppet shows or signs for block structures;
- using new implements, such as Q-tips or straws, to paint a picture;
- constructing a symmetrical design with pattern blocks;
- using chalk on the blackboard or on paper;
- using stamps or other objects to print with paint or ink.

2. Participates in group music experiences.

Four-year-olds quickly become involved in singing, finger plays, chants, musical instruments, and moving to music. They are usually quite unselfconscious when participating in music activities and can gain a sense of mastery if there are no expected outcomes or performances. Examples of involvement include:

- participating in finger plays and musical games;
- listening to music tapes during choice time;
- starting and stopping the playing of their instruments when the piano or tape starts or stops;
- knowing the words of oft-repeated songs, humming or singing them during other parts of the day;
- using rhythm sticks or other instruments in time to a beat;
- making up songs to accompany their play activities;
- clapping hands in time to a song or a record, or copying the clapping beat of the teacher.

3. Participates in creative movement, dance, and drama.

Four-year-olds can participate with abandon in dancing and creative movement. Their imaginations are overflowing with images and ideas that they can express with movement. They pantomime movement of familiar things, act out stories, and re-enact events from their own lives in dramatic play. Examples include:

- using scarves, ribbons, or other materials to create special movements and dances;
- dramatizing a story read aloud during circle time;
- using movement to interpret or imitate feelings, animals, and such things as plants growing or a rain storm;
- dancing to a variety of different kinds of music, such as jazz, rock, ethnic, classical;
- galloping, twirling, and "flying," or performing

almost any other imaginative movement in response to music;
- acting out the role of the mother in dramatic play;
- creating innovative movements to accompany audio tapes or group singing.

B. UNDERSTANDING AND APPRECIATION

1. Responds to artistic creations or events. H.S.11

Many children express their interest in the arts as observers rather than as producers. With teacher guidance, children can begin to comment on each other's work, asking questions about methods used, showing interest in the feelings being expressed, or noticing details. With teacher support, 4-year-olds can attend to and appreciate children's concerts, dance performances, and theater productions. Examples include:

- listening to music tapes during choice time, indicating appreciation through body language and facial expressions;
- watching classmates as they engage in creative movement activities;
- imitating the voice a classmate used to play Papa Bear;
- exclaiming about the skill a classmate displays in painting, modeling with play dough, or building with Legos;
- closely watching a guest magician or musician who is performing for the class.

Head Start Performance Standards

H.S.11: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(i)-(v)(3)(i)(A)-(E)(ii)(4)(i)-(iv); (c)(1)(i)-(vii)(2)

Note: This domain encompasses a variety of ways that children think about and understand the world around them. It addresses competencies related to the areas of mathematical thinking, scientific thinking, and social thinking. In addition, children's approaches to the arts are addressed in this domain.

SUBDOMAIN V.A.: MATHEMATICAL THINKING

A. MATHEMATICAL PROCESSES

1. Shows interest in solving mathematical problems. (MA.A.1.1) *17

Solving real-life problems helps children make connections among the math they are learning at school, other parts of their lives, and other types of learning. Problem-solving involves posing questions, trying different strategies, and explaining one's thinking by stating reasons a particular strategy worked. Young children solve problems and explain their reasoning by working with concrete objects, drawing pictures, or acting out solutions. They show this emerging skill by:

- asking questions to clarify problems (for example, "Will the new rabbit cage be big enough for all the baby bunnies?");
- solving problems by guessing and checking, using concrete objects (such as figuring out how many apples are needed for snack if each child is served half an apple);
- estimating whether there are enough blocks to build a road from here to there, and then testing the guess by building the road;
- playing computer games that involve problem-solving or elementary mathematical concepts;
- saying, "I gave Sammy one of my cookies because I had three and he had one. Now we have the same, two and two!";
- figuring out if there are enough cookies for each child to have one.

2. Uses words to describe mathematical ideas. (MA.A.1.1) *17

School provides kindergarten children with many opportunities to communicate mathematical ideas. When teachers ask children to describe how they know the number of crackers needed at the snack table, they encourage children to attach language to mathematical thinking. Five-year-olds represent their thinking by using objects, fingers, drawings, bodies, and occasionally, symbols. These representations help children retain information and allow children to reflect on their own problem-solving strategies. Examples include:

- explaining that they chose a puzzle piece because its shape matched the other shape;
- telling a friend or teacher that they have just built the tallest block structure in the school;
- explaining that they put all the long sticks in one box and all the short sticks in another box;
- using quantity and size words ("more," "less," "larger," "smaller," "wider," "narrower," "thinner,"

*** Statutory Checklist Items:**

17. The child's ability to identify colors, geometric shapes, letters of the alphabet, numbers, and spatial and temporal relationships.

Sunshine State Standards Alignment
MA.A.1.1
The student understands the different ways numbers are represented and used in the real world.

"thicker") as they play during choice time;
- drawing a picture of a Lego structure they made so they can rebuild it the next day;
- identifying geometric shapes in the world around them (for example, after a neighborhood walk, commenting that all the windows in the houses were "rectangles");
- telling a friend at the art table how they made a picture of a house out of shapes;
- asking for a bigger container at the sand table because they want to make a larger building or move more sand.

B. PATTERNS, RELATIONSHIPS, AND FUNCTIONS

1. Recognizes patterns and duplicates or extends them. *17

Patterns are a critical component of the foundation of mathematical thinking. Five-year-olds can recognize, create, copy, and extend simple patterns using concrete objects, sounds, and physical movements. They can describe a pattern, recognize patterns in the environment, and use a pattern to predict what comes next. Many kindergartners can begin to use letters and numbers to describe an existing pattern (an ABA pattern is the same as a 121 pattern) and recognize patterns in a counting sequence (2, 4, 6, 8). They begin to understand patterns by:

- seeing the pattern in a string of beads and determining which bead is needed to continue the pattern;
- duplicating a pattern of clapping (for example, two fast claps and a pause, then two slow claps and a pause);
- recognizing and describing a pattern in the classroom environment (for example, in the border around a bulletin board, on a T-shirt, or on wallpaper samples);
- creating patterns with a variety of materials, such as Legos, pattern blocks, Cuisenaire rods, and then describing the pattern;
- knowing that a red-red-green/red-red-green pattern is the same as a clap-clap-step/clap-clap-step pattern;
- using patterns to predict what comes next (for example, when counting by fives, recognizing the 5, 10, 15, 20 pattern and figuring out that the next number in the sequence is 25);
- recognizing a number sequence on a calculator or computer game.

2. Sorts objects into subgroups, classifying and comparing according to a rule.*17

Sorting objects into groups according to attributes is an important mathematical skill that requires children to recognize similarities among objects. Although some 5-year-olds can only perceive one attribute at a time, most are able to integrate several attributes, such as sorting by color and size. Examples of skills in sorting and comparing include:

- sorting all the pegs or counting bears into groups

* **Statutory Checklist Items:**
17. The child's ability to identify colors, geometric shapes, letters of the alphabet, numbers, and spatial and temporal relationships.

by a single attribute such as size (long and short, or big and little) or color;
- sorting through a box of buttons and making up their own rules of organization (for example, "These are all rough and these are all smooth." or "These have two holes and these have four holes.");
- sorting the buttons by color, and then sorting each color group into large and small;
- sorting through Lotto cards and putting wild animals in one pile and farm animals in another;
- explaining the "rule" they used to sort objects;
- noticing that these pattern blocks have six sides and are yellow, and those blocks have three sides and are red.

C. NUMBER CONCEPT AND OPERATIONS

1. Shows understanding of the concept of number and quantity. (MA.A.2.1) *17

Kindergarten children can count objects to at least 20, many learn to count verbally (that is, by rote) to 100. They can count using one-to-one correspondence reliably, use objects to represent numbers, and use numerals to represent quantities. With experience, they can begin to understand that a set of objects equals the same number regardless of the position, shape, or order of the objects. They continue to learn about ordinal numbers (1st through 10th) and understand that the last number named in a collection represents not only the last object, but the total number of objects as well.

Examples include:
- explaining that there are 17 people in the circle today, after counting them aloud with their classmates;
- associating the correct numeral with sets of up to 10 objects;
- continuing counting pennies to10 after a friend stopped at 6 ("...7, 8, 9, 10");
- adding five red blocks to four blue blocks and noting that there are nine blocks in all;
- counting backwards from 10 verbally;
- announcing that the number of counted bears hasn't changed, whether the bears are in a line or grouped in a circle or whether they are counted from the left or the right;
- representing numerals with the correct number of objects;
- naming correctly the 6th, 7th, and 8th child in line;
- using number words to show understanding of the common numerical property among nine children, nine cups, nine trucks, and nine blocks;
- using a calendar to count the number of days until a class trip.

2. Begins to understand relationships between quantities. (MA.A.3.1) *17

Five-year-olds begin to explore the relationships of one quantity to another. They can compare two sets with up to 10 objects and use such vocabulary as "more," "less," "equal," or "the same number as" to describe them.

* **Statutory Checklist Items:**
17. The child's ability to identify colors, geometric shapes, letters of the alphabet, numbers, and spatial and temporal relationships.

Sunshine State Standards Alignment
MA.A.2.1
The student understands number systems.
MA.A.3.1
The student understands the effects of operations on numbers and the relationships among these operations, selects appropriate operations, and computes for problem solving.

They are beginning to understand how quantity changes when they combine sets to make larger ones or decrease the size of sets by removing items. Some kindergartners begin to make realistic guesses about small quantities and show initial awareness of fractional parts (halves, quarters) using concrete objects. Examples include:

- counting two groups of blocks, noting whether one group has more, less, or the same number of blocks as the other;
- recognizing that five large objects are the same as five small objects in terms of number;
- investigating strategies for creating different quantities (for example, by working with red and blue cubes to learn that seven can be made up of two red cubes and five blue cubes or three blue cubes and four red cubes, etc.);
- knowing that five is closer to one than it is to 20;
- agreeing to share cookies with a friend and commenting, "I have half of a sugar cookie and half of a peanut butter cookie.";
- understanding that a group of objects (up to 10) is smaller after "we take away two objects from the original group";
- suggesting to a friend that they each take half of the long rectangular blocks so they each can make a road;
- placing eight blocks in a group, adding two, giving the sum, and explaining that the group is larger than it was before;
- completing a graph of their family members, and telling the class that there are more girls than boys in their family.

D. GEOMETRY AND SPATIAL RELATIONS

1. Recognizes and describes some attributes of shapes. (MA.C.1.1) *17

As children play with unit blocks, table blocks, pattern blocks, shape sorters, peg boards, and geoboards, they gain a concrete understanding of shape and form. Five-year-olds can identify, describe, label, and create a variety of common 2-D shapes and solids (circle, square, triangle, rectangle, cube, sphere) and begin to describe their attributes (corners, curves, edges). This concrete experience is important to later geometrical thinking and problem solving. Examples include:

- creating (drawing, folding, cutting) models of circles, squares, rectangles, and triangles with varied materials (for example, crayons, a geoboard, folding paper);
- understanding that two triangles, even if they are oriented differently in space, are still triangles;
- describing characteristics of shapes (for example, a triangle has three straight sides);
- recognizing that equilateral triangles, triangles with sides of different lengths, triangles with oblique angles, and triangles with right angles are all triangles;

* **Statutory Checklist Items:**
17. The child's ability to identify colors, geometric shapes, letters of the alphabet, numbers, and spatial and temporal relationships.

Sunshine State Standards Alignment
MA.C.1.1
The student describes, draws, identifies, and analyzes two- and three-dimensional shapes.

- putting shape blocks together to form new shapes (for example, two squares can make a rectangle);
- discussing how squares and rectangles are alike and different;
- creating shapes with toothpicks and marshmallows;
- identifying and labeling shapes and parts of shapes found in the environment.

2. Shows understanding of and uses direction, location, and position words. (MA.C.2.1) *17

Children learn positional vocabulary as they develop spatial awareness and a recognition of symmetry and balance. Through discovery, experimentation, and experience, children form beginning understandings of direction (Which way?), distance (How far?), and location (Where?). Examples include:

- placing an object inside and outside, behind and in front, under and above, beside and on a box, and describing its changing locations;
- commenting that an object is nearer to me and farther from you;
- putting the blocks away beside the Little People;
- identifying who is sitting beside the teacher and who is sitting in front of her;
- completing an obstacle course that asks the runner to crawl through the tunnel, run behind the swings, run in front of the slide, jump beside the sandbox, and jump on the ramp;
- giving directions to a partner in the block area to place the curved block on top of the long rectangle block;
- using direction, location, and position words spontaneously as they participate in play activities.

E. MEASUREMENT

1. Orders, compares, and describes objects by size, length, capacity, and weight.

Five-year-olds are very interested in ordering and comparing objects (for example, "You have more ice cream than I do."). They start by being able to order only four or five objects, and gradually increase to 8 or 10. Many children begin to differentiate among size, length, and weight and use appropriate terms to describe each attribute. These direct comparisons of length, volume, and weight form the foundation for more complex measuring activities. Examples include:

- saying one child's bucket holds more sand than another's;
- noticing that one child is taller than another;
- arranging six or seven rods from shortest to longest, left- to-right, top to bottom, or bottom to top;
- using measurement words in the block corner, at the sand table, or when exploring with Cuisenaire rods;
- identifying the first, second, and third shape in a necklace, regardless of the orientation of the necklace (that is, left to right, right to left, top to bottom, bottom to top);
- making a display of several stones, arranged from

* **Statutory Checklist Items:**
17. The child's ability to identify colors, geometric shapes, letters of the alphabet, numbers, and spatial and temporal relationships.

Sunshine State Standards Alignment
MA.C.2.1
The student visualizes and illustrates ways in which shapes can be combined, subdivided, and changed.

smallest to largest;
- using a string or paper strip to compare the length of two objects;
- commenting that the outside door is heavier than the classroom door.

2. Estimates and measures using non-standard and standard units. (MA.B.2.1) *17

When children begin to measure objects, they first select a unit of measurement, compare that unit to the object, and count the number of units required to represent the object. Five-year-olds spontaneously use such units as a foot, hand span, paper clip, or block to measure objects. They explore estimation with length, size, and volume. Examples include:
- guessing whether or not a container they have selected is big enough to hold all their marbles;
- estimating that a bird's nest weighs the same as five counting bears;
- measuring the length of a table by connecting cubes;
- stating that the road they just built is seven unit blocks long;
- using a common measuring stick to compare how long or tall things are.

3. Shows interest in common instruments for measuring. (MA.B.3.1) *17

Children are interested in the tools and instruments used by adults, although they are just beginning to explore conventional measurement tools. Their interest in trying measurement tools to see how they work is demonstrated by:
- using a balance scale when comparing the weights of objects;
- incorporating measuring tools into their dramatic play (for example, "We need a cup of flour for these pancakes.");
- using measuring cups at the water table to measure water, or tablespoons and teaspoons at the cooking table to add ingredients to the cookie recipe;
- using a ruler to measure the height of a plant;
- using classroom measurement tools (scales, rulers, cups) for activities such as cooking, building, and describing at the science center;
- asking for a yardstick so they can see if their block building is taller than the yardstick.

4. Shows awareness of time concepts. (MA.B.4.1) *17

Initially, 5-year-olds view time as a sequence of events of varied duration (eating breakfast comes before the bus ride to school and takes less time). Through experiences with classroom routines, schedules, clocks, and calendars, they begin to use words representing time ("morning," "afternoon," "evening," "day," "night," "yesterday," "tomorrow," "week," "month"), name the days of the week, and refer to time in more conceptual terms by:
- talking about the trip taken when "I went to school the day before this one.";
- commenting that planting the seeds took all of free-

* **Statutory Checklist Items:**
17. The child's ability to identify colors, geometric shapes, letters of the alphabet, numbers, and spatial and temporal relationships.

Sunshine State Standards Alignment
MA.B.2.1
The student compares, contrasts, and converts within systems of measurement (both standard/nonstandard and metric/customary).
MA.B.3.1
The student estimates measurements in real-world problem situations.
MA.B.4.1
The student selects and uses appropriate units and instruments for measurement to achieve the degree of precision and accuracy required in real-world situations.

choice time;
- knowing that the bus driver will come to pick them up after they play outside;
- labeling times of the day as morning or night time;
- asking a question about clocks or what time it is;
- telling a friend that "April is when my birthday comes and I will be 6 years old.";
- discussing with a classmate the characteristics of a season (for example, "It's cold in winter." or "In summer we can go swimming.");
- beginning to use appropriate words related to time and sequence in conversation.

F. DATA COLLECTION AND PROBABILITY

1. Begins to collect data and make records using lists or graphs. (MA.E.1.1)

Collecting data, graphing, and interpreting graphs provide meaningful opportunities to count and make comparisons. Initially, 5-year-olds are more interested in specific instances of data and lists ("Terry lives in a house and I live in an apartment.") than in classifying data into categories (10 children live in apartments, 8 live in houses, and 4 live in mobile homes). With teacher guidance, they can pose questions, collect data, and organize their observations using concrete objects, pictures, graphs, and lists. Examples include:

- looking at the graph that shows different ways children get to school and counting to find out that seven children take the bus and six are walkers;
- setting up a chart in the block area to record who chooses to use blocks each day;
- listing the foods given to the hamster regularly, then discussing how often the hamster ate each type of food;
- predicting that seven children will buy lunch tomorrow, after looking at the graph showing which children brought or bought lunch last week;
- posting a large thermometer outside the classroom window and charting the rise and fall of the temperature each day at the same time;
- taking polls of children's favorite school activities or the colors of socks they are wearing and charting the results with teacher help.

* **Statutory Checklist Items:**
13. The child's demonstration of curiosity, persistence, and exploratory behavior.

Sunshine State Standards Alignment
MA.E.1.1
The student understands and uses tools of data-analysis for managing information.
SC.H.1.1
The student uses the scientific processes and habits of mind to solve problems.

SUBDOMAIN V.B.: SCIENTIFIC THINKING

A. INQUIRY (SC.A.H.1)

1. Seeks information through observation, exploration, and descriptive investigations. (SC.H.1.1)*13

Five-year-olds' natural curiosity about their world frequently leads them to ask, "Why?" As questions are raised, kindergartners seek answers primarily through exploration, manipulation, and careful observation using their senses. After observing, children need adult help to organize their observations into thoughts that will assist them in making further discoveries. They enjoy the

challenge of sorting objects, making comparisons, seeing patterns in nature, and noticing differences and similarities. Examples include:

- becoming more accurate and precise when reporting observations (for example, counting the number of ridges on a shell or trying to use all senses when observing);
- working with wheeled vehicles, slopes and differently-shaped objects to find out how they move;
- figuring out ways, with teacher help, to investigate phenomena they have observed, such as plants growing, the effect of pollution, or change in the seasons;
- pointing out that bubbles move up through a tube of water and some move faster than others;
- exploring the way that corn meal in the sand table feels on their hands by describing its texture and how it flows;
- inspecting the bird's nest carefully and wondering about how it was constructed.

2. Uses simple tools and equipment to extend the senses and gather data. (SC.H.1.1) *13

Although kindergartners begin to observe using their five senses, they are very intrigued with tools that extend the power of their senses and that they associate with grown-up activities. Scientific tools include magnifiers, gears and pulleys, calculators and computers, and simple balance scales and rulers. With regular use of a variety of tools, young children begin to recognize how technology helps us perform tasks more easily. Ways that children show their interest in scientific tools include:

- looking at all kinds of things through a hand lens;
- placing two rocks on the balance scale to find out which one is heavier;
- experimenting with tubes and funnels at the sand and water tables;
- examining a bicycle chain and gear sprockets and trying to figure out how these make the wheels turn;
- outlining shadows of objects with chalk and measuring them at different times of the day;
- checking indoor and outdoor temperatures with a thermometer;
- looking through a bird guidebook to find the name of a bird seen outside the window.

3. Forms explanations and communicates scientific information. (SC.H.2.1) *11

Scientific thinking requires observing, asking questions, drawing conclusions, and proposing explanations about current and future events. Children can begin to guess the reasons for what they have observed – even if those reasons are not "scientifically correct" – as they organize, with teacher support and guidance, the information they have gathered. Five-year-olds communicate scientific information through speaking, drawing, and writing. Evidence of these growing skills includes:

- finding a conch shell and explaining that it has all

* **Statutory Checklist Items:**
11. The child's problem-solving skills.
13. The child's demonstration of curiosity, persistence, and exploratory behavior.

Sunshine State Standards Alignment
SC.H.1.1
The student uses the scientific processes and habits of mind to solve problems.
SC.H.2.1
The student understands that most natural events occur in comprehensible, consistent patterns.

those bumps and prongs so that there will be more room inside;
- offering an explanation for why colors mixed together create new colors;
- measuring and recording on a class chart the height of a bean plant and explaining why other plants have different heights;
- describing the rule they used for sorting the shells into two different groups;
- guessing that a sponge will sink in the water because it is bigger than a plastic boat that floated;
- drawing the shapes of several different leaves they collected on a nature walk and explaining why they think the leaves are different shapes.

B. PHYSICAL SCIENCE

1. Identifies, describes, and compares properties of objects. (SC.H.2.1) *11

Five-year-olds' continued sensory exploration enables them to understand the properties of objects in greater detail. With prompts from the teacher, they notice what things are made of and describe numerous attributes of objects including size, shape, color, texture, weight, temperature, whether objects are attracted or unaffected by magnets, and whether various objects sink or float. Although 5-year-olds may watch with wonder as snow melts or water freezes, they have only a rudimentary understanding of the reasons for changes in state from solid to liquid to gas. Examples include:

- describing the differences between ice and water;
- taking apart a flashlight to see what is inside;
- exploring absorption as they try a variety of different materials (paper towel, a piece of cotton cloth netting, wax paper) in shallow dishes of water to see which absorbs more water;
- creating ramps made of blocks and running various sizes of cars down the ramps to see if some cars go faster than others;
- experimenting with objects to discover what sinks and what floats, keeping track of what they learn with check marks on a chart the teacher has placed nearby for this purpose;
- discussing with a friend in the house area what keys are made of, tapping keys and other objects against different surfaces, and comparing their composition;
- comparing different textures of materials used for collage.

C. LIFE SCIENCE

1. Observes and describes characteristics, basic needs, and life cycles of living things. (SC.F.1.1) *13

By studying plants and animals, kindergarten children begin to differentiate living and non-living things. Five-year-olds can investigate the physical characteristics, basic needs, ways of moving, habitats, growth patterns, and life cycles of plants and animals common to their local area. They begin to learn about the relationships

* **Statutory Checklist Items:**
11. The child's problem-solving skills.
13. The child's demonstration of curiosity, persistence, and exploratory behavior.

Sunshine State Standards Alignment
SC.H.2.1
The student understands that most natural events occur in comprehensible, consistent patterns.
SC.F.1.1
The student describes patterns of structure and function in living things.

between animals and plants and the environments in which they live. Examples include:

- noting the different ways that insects move (for example, by crawling, hopping, and flying);
- smelling flowers and commenting on their odors;
- drawing a picture of a corn plant and labeling the roots, stem, and leaves;
- using the proper names for animal offspring (for example, "colt" rather than "baby horse") and matching animal offspring to their parents;
- classifying leaves collected on a nature walk according to their shape and color;
- sorting animal pictures by areas in which they move (land, air, water) and then studying the sorted pictures to determine if they have similar features;
- exploring where animals live by studying caves, nests, and burrows.

D. EARTH SCIENCE

1. Explores and identifies properties of rocks, soil, water, and air. (SC.H.1.1) *11

In kindergarten, children learn about the composition of the earth and the conservation of its resources. Five-year-olds can learn about the properties of rocks, soil, water, and air. They begin to identify how these materials are used and why it is important for people to use them carefully. Their growing knowledge and skills include:

- bringing in a collection of stones and looking at them through a magnifying glass, noting that some of them have lighter streaks and some of them have sparkles;
- checking the plants growing in sandy soil and noticing they are not growing as fast as the plants in other types of soil;
- looking at sand and dirt through a magnifying glass and describing how they are the same and different;
- exploring properties of air by blowing through a straw to spread paint on paper and noticing how the paint moves differently depending on how hard they blow;
- noting differences between wet and dry sand and how each is used in different ways when building sand structures.

2. Begins to observe and describe simple seasonal and weather changes. (SC.H.1.1) *13

As young children learn to observe and experiment with scientific phenomena, they notice change and patterns. Studying the weather, sky, and seasons provides 5-year-olds with concrete examples of nature's patterns and changes. In group activities, kindergarten children can identify, describe, and record daily changes in the weather, noticing wind speed, variations in the sky, air temperature, precipitation, and seasonal patterns of change. Examples include:

- naming the four seasons and realizing that they form a pattern because they repeat;

* **Statutory Checklist Items:**
11. The child's problem-solving skills.
13. The child's demonstration of curiosity, persistence, and exploratory behavior.

Sunshine State Standards Alignment
SC.H.1.1
The student uses the scientific processes and habits of mind to solve problems.

- noting that a gray sky means it might rain;
- commenting that at night the sun goes away and the moon appears;
- describing and recording the day's weather on a chart, noting temperature and other weather conditions;
- reminding a friend to put on boots for recess, because there is still mud on the playground;
- recognizing the pattern of lightning followed by thunder during a storm;
- telling the teacher about how big and round the moon was last night.

* **Statutory Checklist Items:**
13. The child's demonstration of curiosity, persistence, and exploratory behavior.

Sunshine State Standards Alignment
SS.B.2.1
The student understands the interactions of people and the physical environment.
SS.C.1.1
The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government.

SUBDOMAIN V.C.: SOCIAL STUDIES

A. PEOPLE, PAST, AND PRESENT

1. Identifies similarities and differences in people's characteristics, habits, and living patterns. (SS.B.2.1)*13

Five-year-olds develop self-identity by comparing themselves with others. At first, these comparisons focus on physical characteristics and preferences, but soon extend to recognizing similarities and differences within families or cultural groups. They continue to explore family roles and to examine other families to see how they differ from or are the same as their own. They learn about their classmates' cultures through conversations, dramatic play interactions, and items they bring to school from home. Examples include:

- exploring physical similarities and differences (such as, everyone has hair, but hair comes in different colors, textures, and lengths);
- exploring the language bilingual children speak at home and learning some words;
- tasting a snack that a classmate from another culture brings to school and exploring its relationship to holidays and other special occasions;
- looking at classmates' family photos and discussing the variety of family structures;
- talking with a classmate about the celebration of a holiday, such as Thanksgiving, Memorial Day, or a special ethnic celebration;
- talking with a child with a hearing impairment to learn what can be heard with or without a hearing aid;
- exploring heights of children in the class, making a chart, and talking about the advantages of being tall or short;
- exploring through dramatic play the varied habits, celebrations, and lifestyles that classmates experience in their homes.

2. Demonstrates beginning awareness of state and country. (SS.C.1.1)

In kindergarten, children begin to see themselves within a larger context. Their growing world includes not just their families and neighborhoods, but begins to extend to state and country. They recognize symbols of their own country and begin to develop an understanding of national holidays. They express their growing

knowledge by:

- identifying an American flag while riding the bus to the orange grove;
- explaining to a classmate why we celebrate George Washington's birthday;
- developing an awareness of some characteristics of their own region and, after seeing a snowstorm on television, commenting, "We never have snow where we live.";
- describing the White House as the place where the President lives;
- recognizing national figures who have changed our country (for example, Martin Luther King, Jr.).

3. Shows some awareness of time and how the past influences people's lives. (SS.B.2.1)

Kindergartners learn about time by exploring calendar time and sequencing the events in their daily schedules. By reflecting on their own histories, they begin to learn about chronological time. Five-year-olds can use vocabulary related to chronology ("past," "present," "future," "before," "after," "yesterday," "today," "tomorrow"). They are beginning to understand that people in the past lived differently than people do today. Some ways children express this emerging historical understanding include:

- drawing and writing in a journal about a memory from preschool;
- explaining that people long ago used horses to travel because they didn't have cars;
- recounting the story of Harriet Tubman, indicating awareness of the past by beginning, "A long time ago....";
- making a timeline of their first five years of life;
- bringing family heirlooms to share with classmates (such as an oil lamp, a quilt, or a butter churn);
- telling a personal anecdote about the past in response to hearing a story read aloud.

B. HUMAN INTERDEPENDENCE (SS.B.2.1)

1. Begins to understand how people rely on others for goods and services. (SS.B.2.1)

Five-year-olds are learning to distinguish between wants and needs and are beginning to realize that making one choice means that you may not be able to do something else (for example, deciding to take a turn at the computer means you will not have time to build with blocks). Personal experience with making trades leads to a beginning awareness of money as a means to purchase goods and services. As their social world expands, children this age can begin to understand that all people need food, shelter, and clothing. Examples include:

- wondering aloud about how food gets to the grocery store;
- commenting that the class gerbil needs to eat every day just like people do;
- trading two pretzels for a friend's two crackers at

Sunshine State Standards Alignment
SS.B.2.1
The student understands the interactions of people and the physical environment.

snack time;
- realizing that when they made the choice to stay at the art area to finish their collage, they gave up their chance to play a lotto game;
- role playing a customer buying shoes in the classroom "shoe store," including looking at shoes, trying them on, making a decision, and exchanging money for the shoes;
- using unit blocks to construct a town with houses, stores, a dentist's office, and police station and commenting that the people can buy food from the store;
- telling a friend that they are saving money for a special toy.

2. Describes some people's jobs and what is required to perform them. (SS.B.2.1)

Five-year-olds are ready to examine their communities and explore the many roles people fill in helping each other live. They have a beginning understanding of why people have jobs and can identify different types of jobs and some of the tools used to perform those jobs. They show this growing knowledge by:

- taking on the role of a salesperson or mail carrier, involving others in this play, and asking questions about the way these jobs are performed and what tools each uses;
- pretending to be a police officer, discussing why police officers are necessary, and exploring their many roles;
- contributing to a mural about the people in the school and the jobs they do;
- pretending to be their own father or mother going to work outside the home and acting out what they do on their jobs;
- expressing through the arts (dramatic play, music, painting, blocks) the role of a community worker, including descriptions of the tools needed to do the job.

3. Begins to be aware of technology and how it affects life. (SS.B.2.1)

Five-year-olds are very interested in the technology that is so much a part of the world around them (television, telephones, vehicles, video games, VCRs, microwave ovens, computers). They can discuss ways in which technology helps people accomplish specific tasks and, with teacher guidance, consider what it must have been like to live without technology in an earlier time. Examples of how children show an understanding of how technology influences their lives include:

- visiting the bread factory and upon returning to the classroom, recreating the machines they observed using Legos, unit blocks, or Tinker Toys;
- using the class computer to play a math game;
- role playing preparing a family dinner using the kitchen appliances in the dramatic play area;
- using a Polaroid camera to take a photo of their block building;
- beginning to use computers for word processing.

Sunshine State Standards Alignment
SS.B.2.1
The student understands the interactions of people and the physical environment.

C. CITIZENSHIP AND GOVERNMENT (SS.C.1.1; SS.C.2.1)

1. Demonstrates awareness of the reasons for rules. (SS.C.1.1) *3

Children's understanding of the reasons for rules and laws comes about as they discuss problems in the classroom and school and participate in making reasonable rules that directly involve them. They demonstrate their understanding of rules and laws by showing such positive citizenship behaviors as sharing, taking turns, following rules, and taking responsibility for classroom jobs. Ways that children reveal their understanding of the need for rules include:

- explaining classroom rules to a classmate;
- helping to set the rules for the number of children playing at the sand table and discussing why the rules were made and what could happen if the rules aren't followed;
- incorporating into their play the reasons for traffic signs and symbols (such as red and green traffic lights, solid and broken highway lines, stop signs) and the role of crossing guards and police officers;
- exploring various family rules ("What are some rules in each family?" "How many families have rules that are like rules in other families?");
- participating in a class meeting to discuss why the blocks did not get cleaned up and brainstorming ways to make sure they get cleaned up in the future;
- talking about school rules that apply to children in every classroom (for example, walking quietly in the hallways).

2. Shows beginning understanding of what it means to be a leader. (SS.C.2.1)

By 5, children show some awareness of leadership in their classrooms and schools. They can understand the important roles that the teacher and principal play in making things run in an orderly way. Five-year-olds can participate in assigning leadership roles for various class activities. Their understanding of leadership expands as they identify the leaders in their community (the police chief, the mayor) and the functions they perform. Examples include:

- playing fire chief in the dramatic play area and deciding what the chief has to do that is different from other firefighters;
- talking with peers about the job of a person "in charge" during snack or circle time;
- taking responsibility for classroom jobs such as line leader, plant waterer, or name tag collector;
- deciding to be the leader for the block building that is about to get started;
- making a book about the things done by a particular leader in school or the community.

* **Statutory Checklist Items:**
3. The child's compliance with rules, limitations, and routines.

Sunshine State Standards Alignment
SS.C.1.1
The student understands the structure, functions, and purposes of government and how the principles and values of American democracy are reflected in American constitutional government.
SS.C.2.1
The student understands the role of the citizen in American democracy.

D. PEOPLE AND WHERE THEY LIVE

1. Expresses beginning geographic thinking. (SS.B.1.1)

For 5-year-olds, geographical thinking begins with deepening their understanding of the concept of location. They can move their bodies in specific directions, describe the relative locations of objects, and talk about location using appropriate vocabulary such as "near," "far," "over," "under," and "next to." Learning that real places can be represented symbolically occurs as children make drawings, build with blocks, and create models of real places. Examples include:

- building a familiar street with blocks and positioning homes and stores in proper order;
- following a picture map to the treasure the teacher has hidden on the playground;
- playing a game in which they move from place to place according to specific directions;
- talking about how long it took to drive to a grandparent's house in another state;
- locating objects in the room by drawing a map of the classroom which shows the windows, tables, and activity and interest areas;
- pointing to the blue areas on a map or globe and asking for confirmation that these show water;
- constructing a block building of the movie theater and inventing ways to show details (such as the screen, seats, snack bar, and ticket booth);
- drawing a picture of the route they take to get to the library from home.

2. Shows beginning awareness of the relationship between people and where they live. (SS.B.2.1)

Five-year-olds are developing an awareness of their local environment. They can describe some physical characteristics (for example, bodies of water, mountains, weather) and some of the human characteristics of their communities (types of shelter, clothing, food, jobs). With repeated exposure to different places, they begin to notice the physical and human characteristics of other places. With teacher guidance and support, they recognize how people can take care of or damage the world around them. Children show this beginning understanding by:

- noticing different types of houses on a walk around the neighborhood;
- commenting that the child in the story about Alaska needed a very warm winter coat;
- painting pictures of what they see out of the classroom window;
- recycling lunch containers and other paper products used during the day and discussing what happens when these waste products are thrown in the trash bins;
- visiting a local pond or lake and talking about what they find, what belongs there, what has been left by people, and whether there should be rules about that behavior.

Sunshine State Standards Alignment
SS.B.1.1
The student understands the world in spatial terms.
SS.B.2.1
The student understands the interactions of people and the physical environment.

SUBDOMAIN V.D.: THE ARTS

A. EXPRESSION AND REPRESENTATION

1. Uses a variety of art materials to explore and express ideas and emotions. (VA.A.1.1) *16

Through extensive exploration with art materials, 5-year-olds become confident using a variety of media and enhance their sense of mastery and creativity. Although they are primarily interested in the creative process, they are beginning to become more critical of the products they create. They can express their feelings and ideas through their art work, in addition to expressing them verbally. Examples of exploration and expression with art materials include:

- trying a variety of expressive media (markers, brush and finger painting, printing, collage, play dough, clay);
- drawing or painting the way they feel when they are happy;
- making a book with their own pictures to illustrate a story they dictated;
- using one medium for a period of time to develop greater control and expertise;
- constructing a sculpture from wood pieces, fabric, and foil;
- creating an object or animal with clay.

2. Participates in group music experiences. (MU.A.1.1) *16

Five-year-olds are able to master simple instruments, such as rhythm sticks, tambourines, or drums. They are interested in the sounds that more complicated instruments (for example, a piano or guitar) make and in how they are played. They enjoy singing, making up silly and rhyming verses, imitating rhythmic patterns, learning finger plays, and using music to tell stories and express feelings. Often, they will make up songs to accompany other activities such as when playing on the swings or putting on their clothes to go outside. Examples of music participation include:

- singing songs from different cultures;
- clapping to the beat of a song or tape;
- exploring musical instruments that are in the classroom and using common objects to produce a variety of sounds;
- composing their own songs and singing as they perform classroom routines, wait in line, or use the swings;
- using musical instruments to create a mood to go along with a puppet show or a creative dance;
- combining music and movement to express a new feeling.

3. Participates in creative movement, dance, and drama. (DA.A.1.1;TH.A.1.1) *16

Five-year-olds are very active and need opportunities to move and stretch their bodies. They are in constant motion, wiggling, changing positions, and sitting in a variety of ways. They can harness this energy into creative and descriptive expressions of feelings and experiences through movement, dance, and drama. Examples include:

- participating in a group movement experience and

* **Statutory Checklist Items:**
16. The child's participation in art and music activities.

Sunshine State Standards Alignment
VA.A.1.1
The student understands and applies media, techniques, and processes.
MU.A.1.1
The student sings, alone and with others, a varied repertoire of music.
DA.A.1.1
The student identifies and demonstrates movement elements in performing dance.
TH.A.1.1
The student acts by developing, communicating, and sustaining characters in improvisation and formal or informal productions.

suggesting ways to move and animals to imitate;
- planning or joining with others in the dramatization of a book or the retelling of a class event;
- pantomiming the actions of a leaf falling, a ball bouncing, or a bird flying;
- dramatizing a story they created;
- making up a drama about something they studied or visited, such as a circus or a trip to the zoo;
- creating a movement that responds to the beat of a record or interpreting the mood conveyed by a classical composition.

B. UNDERSTANDING AND APPRECIATION

1. Responds to artistic creations or events. (VA.E.1.1) *16

Many children express their interest in the arts as observers rather than as producers. Five-year-olds are able to appreciate the artistic creations of others, the skill of a dancer, or someone's ability to play a musical instrument. They are excited when a picture or sculpture reminds them of people, objects, or events in their own lives. Some ways that children express this appreciation include:

- listening to music tapes or records during choice time, indicating involvement by body language and facial expression;
- commenting to a friend, "I like how you used so many colors to make your picture look stormy.";
- looking at illustrations in a book and appreciating the skill, humor, or beauty of the drawings;
- identifying the painting they liked best in the art museum and telling why;
- listening with attention and pleasure to a visiting artist, such as a poet, writer, musician, or magician;
- drawing pictures of their favorite character in a play;
- watching as classmates put on a puppet show or perform a dance the class created;
- commenting with enthusiasm on the construction, artwork, or writing that classmates have produced.

* **Statutory Checklist Items:**
16. The child's participation in art and music activities.

Sunshine State Standards Alignment
VA.E.1.1
The student makes connections between the visual arts, other disciplines, and the real world.

Motor Development

A. GROSS MOTOR DEVELOPMENT

1. Moves with some balance and control. H.S.14

Three-year-olds are very focused on practicing their newly acquired physical skills. They can jump with two feet, hop a few times on each foot, and climb stairs. Running is a joy, as are galloping, dancing, and jumping. Examples of increasing body control include:

- moving around the classroom without bumping into furniture;
- starting, turning, and stopping when running without crashing into things;
- jumping like a frog with both feet together several times in a row;
- using alternating feet when going up stairs (coming down stairs may still be one step at a time without alternating feet);
- walking on a line on the floor;
- galloping with relative ease;
- crawling through a play tunnel or under tables;
- jumping from a large block and landing securely.

2. Coordinates movements to perform simple tasks.

As 3-year-olds learn to control their bodies, they are able to combine several independent skills to perform more advanced movements. For example, throwing a ball requires not only a thrusting motion, but also the ability to release the ball at the proper moment to send it in the right direction. Three-year-olds show this growing coordination by:

- catching a large ball with two hands;
- throwing a ball into a basket;
- kicking a large stationary ball in a forward direction;
- climbing the ladder of the slide, holding onto the rail while moving each foot up a step;
- pedaling and steering a tricycle around the playground or gym without crashing;
- climbing onto the swing seat unassisted;
- scrambling up the side of a low jungle gym;
- throwing a bean bag to another person so that it can be caught.

B. FINE MOTOR DEVELOPMENT

1. Uses strength and control to perform simple tasks. H.S.15

Three-year-olds are just beginning to develop enough fine motor ability to perform many simple tasks. They are very interested in trying to use new materials and tools that are available in the classroom. They will engage in the same task over and over again, gaining mastery and strength as they work. They show persistence in gaining fine motor control by:

- pushing marker caps off and on;
- pushing Pop-It beads together and then pulling

Head Start Performance Standards

H.S.14: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(iv)(4)(i)(ii)(5)(i)(ii)(iii); (c)(1)(iii)(vii)(2)

H.S.15: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(iv)(4)(i)-(iv)(5)(i)(ii)(iii); (c)(1)(iii)(vii)(2)

them apart;
- tearing a piece of tape off the tape dispenser (but often getting the tape stuck together in the process);
- putting Duplos, Legos, or Bristle Blocks together and taking them apart;
- experimenting with the use of scissors;
- placing pegs into the peg board and then removing them to see how they fit and whether all the holes can be filled.

2. Uses eye-hand coordination to perform simple tasks.

Developing eye-hand coordination is challenging for 3-year-olds. Although they are just beginning to learn how to manipulate scissors, they can build with blocks, complete simple puzzles, and string beads. They learn to combine their fine motor and perceptual abilities when they play and work with manipulatives in the classroom. Examples include:

- turning a puzzle piece several different ways to find the right fit;
- building a tall tower, 8 to 10 blocks high;
- rejecting puzzle pieces that don't fit, rather than trying to pound them in;
- making patterns in the sand with their fingers and tracks with toy cars;
- experimenting with making "bridges" and "houses," and other real-life structures out of 1-inch cubes.

3. Explores the use of various drawing and art tools.

This is the age when children first experiment with drawing implements and other art tools. As a result of these explorations, they develop the control from which writing skills eventually emerge. They use many different grasps, both hands, and even whole arms as they practice. Examples of experimentation include:

- using different drawing tools, such as crayons, markers, and chalk;
- experimenting with sponges, brushes, Q-tips, and other tools for painting lines and shapes;
- painting at the easel, trying big and small brushes and different strokes, all the while watching the effect of their hand and arm movements;
- sprinkling glitter on lines of glue or pasting many felt shapes on top of each other;
- swirling finger paint around and noticing the way patterns appear and disappear.

A. GROSS MOTOR DEVELOPMENT

1. Moves with balance and control. H.S.14

Four-year-olds are actively refining their gross motor control. They enjoy practicing skills and challenge themselves to jump farther or run faster than their friends. They can run more smoothly than at younger ages, hop on each foot several times, and climb up and down stairs using a more adult-like form. Four-year-olds show their emerging skills by:

- maintaining balance on a 2 x 4 balance beam that is close to the ground;
- moving around the classroom on narrow paths between furniture without bumping into things;
- developing mastery over running skills (such as quick stops, full circle turns, short 180-degree turns, speeding up and slowing down);
- going up and down stairs alternating feet without holding onto the rail or the wall;
- hopping several times on each foot;
- galloping with a smooth gait and relative ease.

2. Coordinates movements to perform simple tasks.

Four-year-olds are able to combine movements to accomplish increasingly challenging physical tasks. They can now kick balls, aim and throw bean bags, climb and swing on jungle gyms, and ride tricycles with increasing control. They love to practice these new skills in games, especially with adult companions. Ways they show increasing coordination include:

- throwing a ball in the right direction, aiming at a target with reasonable accuracy;
- catching a ball by moving their arms or bodies to adjust for the direction the ball is traveling;
- kicking a large ball with a two-step start;
- riding a tricycle on a path around the playground;
- using the slide, seesaw, or swings;
- hitting a stationary target with an overhand throw.

B. FINE MOTOR DEVELOPMENT

1. Uses strength and control to perform simple tasks. H.S.15

Four-year-olds continue to develop fine motor skills through their participation in classroom activities. By using many different classroom materials (such as art materials and tools, manipulatives, and the workbench), they improve their hand and finger strength and control. Examples of their efforts include:

- using clothespins to hang paintings or pretend laundry;
- putting Bristle Blocks or Pop-It beads together and pulling them apart;
- pushing a cookie cutter into dough;
- pulling the caps off markers and putting them back on firmly;
- using the paper punch to make holes;

Head Start Performance Standards

H.S.14: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(iv)(4)(i)(ii)(5)(i)(ii)(iii); (c)(1)(iii)(vii)(2)

H.S.15: Sec. 1304.21 Education and early childhood development. 1304.21(a)(1)(iv)(4)(i)-(iv)(5)(i)(ii)(iii); (c)(1)(iii)(vii)(2)

- twisting the cap off a jar of paste;
- cutting off tape with scissors or using the tape dispenser's serrated edge;
- pulling apart Lego blocks with relative ease.

2. Uses eye-hand coordination to perform tasks.

Four-year-olds demonstrate their eye-hand coordination skills as they start to construct with unit blocks, Tinker Toys, and Legos; put together puzzles; and experiment at the sand and water tables. Their artwork tends to become more complicated as they use newly mastered skills to create products. Examples of eye-hand coordination include:

- zipping jackets;
- cutting on a line or around a large picture with scissors;
- stringing beads or pasta with holes onto a length of yarn;
- dressing dolls using snaps and buttons;
- constructing or copying buildings and roads with the table blocks;
- explaining to a classmate how to place individual puzzle pieces by matching shapes or colors or looking at picture clues;
- using a hammer to try to pound nails into soft wood.

3. Shows beginning control of writing, drawing, and art tools.

Four-year-olds are interested in the process of drawing and writing. However, the finished product is not as important to them as the process of creation. At this age, children begin to use a more conventional grasp, and even practice making some letters for their names or for signs. Four-year-olds show their growing control over writing and drawing tools by:

- drawing with markers and then deciding that the picture is a dog, a monster, or "me";
- using chalk on the blackboard, pretending to write letters or numbers;
- holding a pencil in a pincer grasp;
- using glue sticks to paste a variety of items on their collages;
- trying a variety of ways to make brush strokes at the easel.

A. GROSS MOTOR DEVELOPMENT

1. Uses balance and control to perform large motor tasks. (PE.A.1.1) *2, 4

Five-year-olds are very active, seeming to be in constant motion. For the most part, their movements are under control even though they now move more quickly and with greater agility than in the past. Kindergarten children can run smoothly, hop many times on each foot, and climb up and down stairs using alternating feet. Some ways that children show their growing balance and control include:

- moving through an obstacle course forwards and sideways using a variety of movements with ease;
- stopping and starting movements in response to a signal;
- maintaining balance while bending, twisting, or stretching;
- walking up or down stairs while holding an object in one or both hands;
- carrying a glass of water or juice across the room without spilling it;
- moving confidently around the room, in the halls, and when going up and down stairs.

2. Coordinates movements to perform tasks. (PE.A.2.1) *2, 4

Five-year-olds are busy experimenting with how their bodies move. They are ready to combine various independent skills to accomplish new feats and meet new challenges. These include:

- moving their bodies into position to catch a ball, then throwing the ball in the right direction;
- bouncing a ball and catching it;
- kicking a stationary ball using a smooth running step;
- sweeping with a broom and using a dust pan;
- skipping smoothly, alternating feet;
- hanging a picture on a wall with tape or push pins;
- throwing a medium-sized ball with some accuracy;
- walking, galloping, jumping, and running in rhythm to simple tunes and music patterns;
- climbing a slide ladder or using arms and feet together on the jungle gym;
- building complex structures with hollow blocks and unit blocks (tall buildings, bridges, car repair garage, or a fire station).

B. FINE MOTOR DEVELOPMENT

1. Uses strength and control to accomplish fine motor tasks. (PE.A.1.1) *2,4

Five-year-olds are becoming adept at using the small muscles of their hands and fingers to accomplish more difficult tasks. Over time, their hand strength and control improves. Since some children are more skillful than others, it is important to look for growth rather than specific accomplishments at this age of transition. Examples of growing strength and control include:

*Statutory Checklist Items:
2. The child's physical development.
4. The child's ability to perform tasks.

Sunshine State Standards Alignment
PE.A.1.1
The student demonstrates competency in many movement forms and proficiency in a few forms of physical activity.
PE.A.2.1
The student applies concepts and principles of human movement to the development of motor skills and the learning of new skills.

- using a stapler to join several pages;
- using a paper punch without help;
- making complex forms and designs stretching rubber bands across geoboards;
- removing and replacing lids and caps of containers;
- hammering two pieces of wood together to make an airplane;
- tearing a piece of tape off a roll of tape without letting the tape get stuck to itself.

2. Uses eye-hand coordination to perform fine motor tasks. (PE.A.2.1) *2, 4

Five-year-olds are continuing to improve their eye-hand coordination and accomplishing tasks with greater precision. They enjoy playing with manipulatives and blocks and sometimes work with a finished product in mind. Five-year-olds demonstrate eye-hand coordination by:

- putting together 18- to 25-piece puzzles using picture as well as shape clues;
- dressing in a variety of costumes in the dramatic play area (buttoning shirts, zipping jackets);
- building specific block structures from a model without knocking the structures down;
- cutting fabric into shapes to use for collage;
- using tape, stapler, and glue to create 3-D objects, such as a house or an airplane;
- constructing planned projects out of Legos, Bristle Blocks, table blocks, and Tinker Toys.

3. Uses writing and drawing tools with some control.*2, 4

At 5, children's increased strength and coordination allow them to use a variety of writing, drawing, and art tools with greater control. As their pencil grasp becomes established, some show interest in the rudimentary formation of letters and repeatedly practice writing their names and other words. At this age, children demonstrate their control of writing tools by:

- drawing pictures, designs, and letters with pencils, pens, crayons, or markers;
- holding a pencil in a mature grasp rather than with their fists;
- writing their first names legibly without help;
- using a pencil with their preferred hand while holding the paper in position with the other hand;
- using scissors to cut simple shapes and pictures, only occasionally straying off the line;
- painting with different sized brushes to create shapes, designs, and figures;
- using pencils, pens, and paints and brushes to form letters and symbols or to make repeating patterns.

***Statutory Checklist Items:**
2. The child's physical development.
4. The child's ability to perform tasks.

Sunshine State Standards Alignment
PE.A.2.1
The student applies concepts and principles of human movement to the development of motor skills and the learning of new skills.

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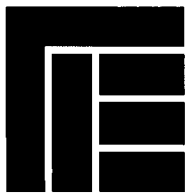

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